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Regulations
of the
Public and Separate
Schools
Amended and Consolidated

1915



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Ontario Department of Education

**REGULATIONS
COURSES OF STUDY
AND
EXAMINATIONS**

OF THE

**PUBLIC AND SEPARATE
SCHOOLS**

REVISED

1915

EXTRACTS FROM THE STATUTES

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PREFATORY NOTICES

(1) *As it has become necessary this year to replenish the supply of the Public and Separate School Regulations, the Department has embraced the opportunity to make certain necessary corrections and amendments. The within Regulations, so corrected and amended, are now in force, and School Boards, Inspectors, and Teachers should, accordingly, make themselves acquainted with the changes.*

(2) *Except where otherwise indicated therein, the provisions of Parts I and II apply to both the Public and the Separate Schools.*

(3) *In the provisions of Parts I and II, except where otherwise indicated therein or otherwise evident from the context, Board means Board of Public or Separate Schools Trustees or Board of Education; Inspector, Inspector of Public or Separate Schools; School, Public or Separate School; Minister, Minister of Education; Department, Department of Education; and Principal, the head teacher where there are more teachers than one, and the teacher where there is only one.*

October, 1915.



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PART I

Regulations and Courses of Study

Regulations and Courses of Study

OF THE

PUBLIC AND SEPARATE SCHOOLS

ACCOMMODATIONS

1. (1) While the following details provide the basis for the grading of the accommodations, the Inspector shall use his judgment in securing the necessary or desirable changes or additions, having due regard to the interests of education, the capabilities of the present premises, and the financial ability of the Boards.

(2) No absolute line of demarcation can be drawn between the standards of the requirements for rural and urban schools respectively. In the case, however, of all schools situated where the requirements are deemed to be within the financial ability of the Board and of sufficient importance to the protection and progress of the pupils, the Board, whether rural or urban, is expected to bring, when necessary, its accommodations up to a higher standard within a reasonable time.

(3) Four grades of the accommodations are recognized in the Inspector's report, the differentiation of the grading according to the following regulations being left to his judgment. In the case of Rural Schools, a portion of the Legislative grant, with the county equivalent, is paid on the character of the accommodations, as shown by the Inspector's grading, and, although in the case of Urban Schools no grant is based upon the grading, the grading in the Inspector's report and the details of the requirements set forth below should guide Boards, both in improving existing accommodations and in selecting sites and erecting new buildings.

(4) All new school sites and all additions to old ones and all plans of new schools or of additions to old ones, and all other proposed school accommodations, shall be first approved by the Inspector, or by the local Chief or Senior Inspector, as the case may be, who shall be guided by the instructions contained herein.

2. Following are the details of the requirements of the accommodations and the bases for the grading in the official reports:

School Site and Grounds.—The location of the grounds shall be determined with careful regard to the safety, comfort and convenience of the pupils in respect to (1) freedom from unsanitary surroundings, noxious odours, noises, dust, surface drainage from surrounding lands, and undue exposure to the elements; (2) avoidance of bad roads, railway crossings, dangerous waterways, street railways, and congested thoroughfares; and (3) distance from pupils' homes.

The school grounds shall be not less than one acre in extent. Where available, grounds of greater extent should be provided as follows: when the enrolled attendance exceeds one hundred pupils there should be an additional half acre for each additional one hundred pupils or fraction thereof enrolled.

Grades I and II shall not be given unless the grounds are spacious.

The grounds should be composed of suitable soil, and, where necessary, they should be covered with soil of such a nature as will best ensure freedom from mud on paths, lawns, or playgrounds during wet weather, and from dust when the weather is dry.

When necessary, the grounds shall be levelled and underdrained, the tiles being placed from four to six feet below the surface according to the nature of the soil. They shall also be beautified with trees, shrubs, vines, flowers, lawns, and suitable walks. Separate entrances, walks, and recreation spaces should be provided for boys and girls.

Building. — The school building shall be so situated as to enhance its architectural appearance and shall be provided with beautified approaches from the public highway. In no case shall the school be placed less than thirty feet from the street or roadway.

To prevent the absorption of ground dampness, the drainage shall be adequate and the footings of all foundation walls should be coated above with a layer of asphalt or of coal-tar pitch applied at boiling point. The surfaces must be properly prepared to receive the coating and must be perfectly dry. Where pitch is used, the coating need not be of greater thickness than $\frac{3}{8}$ inch.

Where the foundation walls are of concrete, they should be rendered as impermeable as possible by the addition of 8 per cent. of hydrated lime to the weight of the dry cement. The exterior surface of concrete walls below the level of the finished grade should be coated with coal-tar pitch or waterproof paint of proved value. Where the foundation walls are of brick or rubble, the exterior surface below the level of the finished grade should be coated with pitch or paint as before, and the interior surface from floor to ceiling-level with cement mortar $\frac{1}{2}$ inch thick, in the proportion of one part cement to three parts sand.

To keep the water line below the basement floor, the footings of all external walls should be surrounded with a drain of strong porous tile carefully laid with proper fall, closely jointed, having each joint covered on top with a strip of tar paper to prevent the admission of soil. The drain should be laid close up to the footings, and the top of pipe should not be higher than underside of basement floor. This drain should be connected at a suitable point with the waste and rain water system. Should this drain be connected directly with the main sewer, it should be properly trapped and ventilated to the surface. The rainfall from the roofs should be conducted from strong and properly constructed eave-troughs down to the rain and waste water drainage system by means of waterproof metal pipes.

In the case of small schools the height of the basement should be at least seven feet clear from floor to beams, and at least ten feet in the case of large schools requiring accommodation in the basement for the accessories of an extensive heating, ventilating, and plumbing system.

At least two-thirds of the height of the basement walls should be above ground. The floor should be of asphalt or of cement laid on a bed of gravel or broken stone. Where basement rooms are used for drill, manual training, play and

other school exercises, suitable hardwood floors should be laid over the cement. The basement ceiling should be of sheet iron or other durable and fireproof material. Where finances permit the walls of the basement and particularly those of the lavatories may be veneered advantageously with light-coloured glazed tile to increase the efficiency of the lighting, discourage markings and facilitate cleansing.

The school should be built throughout of substantial and, as far as practicable, fireproof material. The partitions shall be of solid brick extending from basement floor to roof.

All interior mouldings of ceilings and walls should be of plain design in order to prevent lodgment of dust.

In all schools the entrance shall have a vestibule or a covered porch. In larger schools there shall be separate entrances for the sexes, and also separate means of egress to the closets or lavatories. The doors of all schools shall open outward. The knobs should be of glass, porcelain or other easily cleaned material. For Grade I in urban municipalities, all main exit doors shall have devices causing them to swing outward on slight pressure from within.

All floors should be double, the upper tier of flooring being of the best quality of hardwood or other suitable material perfectly smooth, tightly fitted and free from knots, cracks, and splinters, cross grain, sapwood, warps, rough edges, blemishes or unevenness of any kind. The floor should be properly filled, oiled, polished and otherwise finished and kept in perfect condition. In schools of more than one storey the upper floors shall be thoroughly sound-proofed with mortar, felt, or other suitable material. In schools of more than two storeys the regular class rooms should be confined to the first and second storeys.

In buildings of more than one storey, iron fire-escapes and perfectly safe and convenient means of egress in case of fire, should be provided for all pupils, and should be constantly held ready for instant use. All stairways and fire-escapes for the use of pupils shall be of ample width and with treads safe and suitable for pupils of all ages using them. All the material of the stairways should be fireproof.

Halls. — The entrances, vestibules, and halls shall be roomy and well lighted, and where there are more entrances than one, they should be so placed as to admit of separate entrances for the sexes to the cloak rooms and class-rooms. For Grade I, in buildings of two storeys, there shall be separate stairways for the sexes, easy of access and well guarded. In the halls suitable colour schemes and decorations should be provided. In large schools the general plan should admit of spacious halls rather than long narrow corridors.

Assembly Halls. — While every graded school should have a class room in which all the classes may assemble, all new schools of eight or more class rooms should be provided with special assembly halls, located preferably on the first floor. A well appointed assembly hall is valuable for the purposes of general instruction and is essential to the due development of the social phases of school life.

Class Rooms. — The class rooms shall be oblong, the length being about one-third greater than the breadth. A superficial area of at least 16 square feet and a cubic air space, exclusive of cloak rooms, of not less than 250 cubic feet shall be allowed for each pupil, these provisions being based on the highest attendance.

A room 32 feet long and 25 feet wide, with the standard requirement of 12½ feet from floor to ceiling, will accommodate a class of 40 pupils, allowing at the same time the necessary spaces in front and rear and in the aisles. The aisles, next the walls, at the sides and in the rear of the school room should be about 3 feet wide, and those between the rows of desks about 2 feet wide. The front row of desks should be about 10 feet from the teacher's blackboard. Much ampler floor space is always desirable if proper diffusion of light can be secured, but no pupil should be seated more than about 28 feet from the teacher's blackboard.

Where open-air class-rooms are needed, class-rooms should be so arranged that one or more of their sides may be thrown open.

Desks.—Every school should be seated with single desks conforming to the standard prescribed below. All the desks and seats should be adjustable; but, when not all are so, they shall be graded to suit the sizes of the pupils. In each class-room at least the outer row of each side should consist of adjustable desks and seats.

For Grade I single desks are indispensable.

The pupil when seated must be able to place his feet fully and easily on the floor, and his arm on the desk so as to afford the greatest facility of movement in writing and other desk work.

In placing the desks care should be taken that the front of each seat projects under the desk in front of it not less than one inch nor more than two.

The number of desks shall be adequate for the maximum daily attendance.

Desks and seats according to the following scale shall be considered as meeting the requirements in respect to general standard of form and size:—

| Ages of Pupils | Seats—Height | | Slope of Back | Desks | | Height |
|-----------------------------|--------------|---------|---------------|--------|--------|--------|
| | Front | Rear | | Length | Width | |
| Five to eight years | 11 in. | 10½ in. | 2 in. | 18 in. | 12 in. | 22 in. |
| Eight to ten years | 12 in. | 11½ in. | 2 in. | 18 in. | 13 in. | 23 in. |
| Ten to thirteen years | 13 in. | 12½ in. | 2½ in. | 20 in. | 15 in. | 24 in. |
| Thirteen to sixteen years.. | 14 in. | 13½ in. | 3 in. | 22 in. | 16 in. | 26 in. |

There shall be a suitable desk and chair in each class room for the use of the teacher, and at least one chair for the use of visitors. The teacher's desk shall be provided with drawers or compartments having lock and key.

In Form I rooms there should be a suitable table, about 2½ feet in width and of suitable length, around which the younger pupils may assemble for certain phases of their work.

In Form V rooms where Elementary Science is taken up a suitable table for experiments shall be provided. Suitable bookcases, and stands for a large dictionary and a gazetteer shall be provided.

It is also desirable that specially adapted desks or tables be provided for the pupils in Form V rooms where there are Commercial courses. There should also be provided for such classes a few high desks at which the pupils may occasionally work in a standing position.

Grade I shall not be given unless the above provision is made, where necessary, for Elementary Science and Commercial Courses.

Closets. — In rural schools where there are outdoor closets for the sexes (1) preferably, they shall be under separate roofs, at least ten feet apart and so placed and regulated as to prevent pollution of the well or of the air of the class-rooms, but, (2) they may be in one building with entrances on opposite sides and the compartments for the sexes separated by a solid brick or a cement wall. Each closet shall be not less than 6 ft. from front to rear, and shall contain a sufficient number of compartments properly lighted and ventilated. The compartments shall be lined with glazed brick or similar material, or with wood, painted a suitable colour and sanded. The floors shall be of cement, brick or hardwood, placed at least a foot above the ground. For the highest grading there shall be locked compartments for the teachers.

Suitable walks shall be laid from the doors of the school building to the closets, so that the closets shall be accessible with comfort at all seasons of the year; and provision shall be made for keeping the walks free from snow in winter. The entrances to the closets shall be properly screened at least in front.

The closets with or without drawboxes shall be cleansed and disinfected monthly if possible, and the urinals shall receive daily attention. Dry earth closets are to be preferred. In lieu of better material road dust may be used as a deodorizer. The closets shall be so situated that neither the water of the well nor the air of the class-rooms may be contaminated thereby.

Every compartment shall be about $2\frac{1}{2}$ feet wide, fully lighted and ventilated, and provided with a door which should be at least three inches short at the bottom, and at least six inches short at the top. There shall be not more than one seat in any compartment.

The following classification shows approximately the number of closet compartments and urinal stalls needed on the basis of average attendance:

Under 30: for girls, two closet compartments; for boys, two closet compartments and one urinal stall.

Under 60: for girls, three closet compartments; for boys, two closet compartments and two urinal stalls.

Under 120: for girls, four closet compartments; for boys, two closet compartments, and three urinal stalls.

Over 120: one closet compartment for every 20 pupils, divided as nearly as practicable on the basis of twice as many for the girls as for the boys; one urinal stall for every 20 boys.

The height of the closet seat should not be greater than fifteen inches from the floor, while for young children this should be reduced to twelve inches by the construction of a step or by due adjustment of the closet seat. This reduction is an important matter, as children are very apt to rupture themselves when using a closet seat which is too high.

In all urban schools, and in the larger rural sections, for Grades I and II, there shall be a water system and flush closets in the basement or in other suitable places in the school. When there is no sewerage system septic tanks should be used.

To reduce porosity the cement floors of the basement lavatories should, when practicable, be covered with a thin coating of hard asphalt of at least $\frac{3}{4}$ inch in

thickness, and the walls of the lavatories should be faced with white porcelain tiling or with light coloured glazed brick.

For urinals a system of stalls with a gutter below is better than one of bowls or troughs. The sides, backs and floors of the urinals should be of slate or of other non-absorbent material. Each stall should be about $2\frac{1}{2}$ feet wide.

The urinals should be so placed that they will receive abundance of direct sunlight through ample windows of translucent but not transparent glass.

Where there is a water system there should be a hose-attachment and sufficient length of hose in each lavatory always ready for use. The urinals should be washed with the hose after each intermission, and the closet floors and walls of lavatories should be washed every day.

Double rows of urinals and water closets are to be avoided owing to the obstruction of light. The lighting, ventilation, and heating of all lavatories for sanitary reasons, should be equal to that of the class-rooms.

Cloak Rooms.—For Grade I, and in all schools to be erected hereafter, separate cloak rooms shall be provided for the sexes. The cloak rooms, properly heated and ventilated, and convenient to the class-rooms, should be provided with wash basins and towels, and all the necessary appliances for storing umbrellas and for hanging caps or cloaks, unless these are placed suitably elsewhere. There should be a locker for each pupil and the cloak rooms should be well appointed and kept in good condition.

In the schools of cities and other large urban centres to secure the highest grading provision should be made for well heated, well lighted and well ventilated cloak rooms or wardrobes. The air from the cloak rooms shall not be allowed to circulate in the class-rooms; the exudations from damp clothing are a source of air pollution.

Wardrobes and cloak accommodations should not be placed in school halls, as the walls of halls should be kept free for decorative purposes. Nor should cloak rooms be placed in basements except in cases where the basement floor is not more than two feet below the ground line, and all other features of the basement are satisfactory in respect to sanitation.

Water Supply.—The water supply shall be pure and adequate. In rural schools there should be on the premises a well (artesian if at all practicable) of good drinking water, with a neat pump and platform, properly protected against pollution from surface drainage or pollution from any other source. The closets should be so placed and drained as to render contamination from this source impossible. If the water supply is from a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation and at such other times as the Inspector may deem advisable. Where there is no well, or where there is a poor one, other provision, satisfactory to the Inspector, shall be made for an adequate supply of good water.

In urban schools where pure water on pressure is available an adequate number of suitable bubblers of a sanitary character is necessary for the highest grading.

Where water on pressure is not available earthenware or graniteware water-tanks with covers shall be provided, and the pupils shall use individual cups.

Blackboards.—In every class-room there shall be a blackboard of good quality, about four feet wide, extending across the room in the rear of the teacher's desk; there shall be additional blackboard provision on each of the other available sides of the room.

Slate is greatly to be preferred to plaster or wood or hyloplate. Glass blackboards though less readily obtainable are superior even to slate. The outer surface of glass blackboards shall be smoothly ground, and the board shall be firmly placed against a uniformly firm and level portion of wall, the colour thereof being usually a dull heavy black or a dark green. Wood, hyloplate and other composition blackboards being much less durable than slate or glass are in the end more expensive.

There shall be an adequate supply of blackboard brushes and dustless crayons. At the lower edge of each blackboard there shall be a trough, open at each end, about three and a half inches wide and one inch deep, inside measurements, for holding crayons, brushes, and the dust. The troughs and brushes shall be regularly cleaned, a damp cloth or eraser being used for the troughs. The cloth or eraser, when dry, should be cleaned outside the schoolroom. Each blackboard trough should have an open woven wire cover on hinges with meshes about half an inch square. Every possible precaution should be taken against dust in the schoolroom. If needed, a stool, 12 in. by 42 in., and 6 or 8 in. high, should be provided for the use of the teacher when using the upper part of the blackboard.

Where the lighting of the schoolroom is from one side there shall be no blackboard on the same side as the windows.

In ungraded schools the pupils' blackboards should be at least four feet wide, some with their lower edges twenty-four inches above the floor.

In graded schools all the blackboards, including the teacher's, should be placed with their lower edges above the floor as follows: In Form I 22 inches; Form II 27 inches; Form III 30 inches; Forms IV and V 36 inches.

The teacher's blackboard shall be at least four feet wide. The least width for other blackboards shall be as follows: In Form I 30 inches; Form II 36 inches; Form III 46 inches; Forms IV and V 48 inches.

In all schools, only blackboards of glass or slate will receive Grade I or II, and the control and removal of dust shall be taken into account in the grading.

Teachers' Private Rooms.—There should be at least one room for the private use of the teaching staff, of suitable size and with comfortable furniture. The furniture should include a couch for cases of emergency. When the teaching staff is large there shall be a room or office for the Principal and a sufficient number of teachers' rooms, with adjacent lavatories, on each floor.

There shall also be a suitable room in the school or in some other convenient building, properly furnished and equipped for the use of the school nurse and the school medical and dental officers in urban schools for which the Board has appointed such officials.

Lighting.—The class-rooms shall be lighted only from the left* the window-

*Light from above is best; but light from the left is the best available, for it throws any shadow off the pupil's book, etc. When, as directed above, the windows are run up to within six inches of the ceiling, a good deal of the light on the left comes from above. To secure as much of the light as possible the tops of the windows should be square rather than curved. Light from the rear is objectionable, because it is in the teacher's eyes. Cross lights are injurious. Where there are already windows in front of the pupils, it is indispensable that they be closed up; such lighting is most injurious to the eyes.

sills being level with the heads of the pupils when seated. Where there are supplementary windows in the rear or on the right the blinds shall be kept down, except on dull days. To admit of an adequate diffusion of light throughout the whole class-room, the windows shall be numerous (area, one-sixth of the floor space, where the exposure is good; otherwise a greater area), and of clear glass (not ground or painted); with two or four panes each; and running as close to the ceiling, as close together, and as far to the rear of the class-rooms, as practicable. A strip of prismatic glass a foot wide, with an adjustable curtain, should be placed at the top of each window, the blind being adjusted at the height of the lower edge of this strip. To prevent reflection from the blackboard, the windows should begin about six feet from the front wall of the class-room. The windows shall be provided with blinds of suitable colour (light green or grey or greenish grey). The blinds on the left of the pupils should be semi-transparent; the other blinds, opaque. The blinds shall be provided with cords, so as to be readily adjustable to any required height.

For Grade I, there should be two separate sets of shades for each window. Both of these should be fastened at about two-fifths of the height of the window, the lower one to pull down and the upper one to pull up. A light sage green will usually prove to be the most suitable colour for these shades.

As the blackboards absorb a great deal of light they should be provided with light coloured screens that may be drawn over them when they are not in use. In this way on dull days the lighting may be greatly increased at the desks farthest removed from the windows.

As far as possible the plan of the school should admit of the class-rooms being so placed that none of them will receive their light from the south.

Where artificial light is necessary, it should be so provided as to conform with the requirements in the case of natural light.

Grade I shall not be given unless the lighting is from the left.

Heating.—The temperature of the class-rooms, halls, cloakrooms, and teachers' private rooms shall be not less than 65 degrees nor more than 68. A Fahrenheit thermometer shall be provided for each class-room. For Grade I, steam radiators or hot-air furnaces, or jacketed stoves acting with equal efficiency are necessary. Where stoves are used, they shall be so placed as to prevent discomfort to any pupil, shall be surrounded by a jacket of tin, zinc, or galvanized iron, and shall be furnished with a strong iron poker, a shovel, and an iron pail for ashes. The stove-pipes and the chimneys shall be kept free from soot and dust. Both stoves and stove-pipes shall be polished at least three times a year. Provision shall also be made for ensuring a proper supply of moisture in the air.

In the schools of the larger urban centres an efficient Plenum system* of heating with automatic regulation of temperature should be provided. Where several

*In a Plenum system of heating, the air is forced into a chamber by means of a fan, operated by either steam or electricity, through heating coils designed to heat the air to the required temperature, and is forced from the chamber through pipes or ducts to the various apartments, being delivered through gratings placed about seven feet from the floor. Small plenum chambers are simply galvanized iron boxes, in which steam-heating coils are placed, with ducts leading therefrom to the various rooms. An exhaust system of ventilation, operated by an exhaust fan, electrically driven, should be used in conjunction with the Plenum system, to secure proper ventilation, but care should be taken to prevent injurious drafts. The inlets for the air shall not be near the ground, and the direction of the prevailing winds or draughts shall be carefully considered.

small plenum chambers are used instead of one large chamber, auxiliary steam coils, which are more or less objectionable, may be dispensed with in the class-rooms.

For Grade I the distribution of an even temperature throughout the school will be necessary.

Ventilation. — Due attention shall be paid to the moisture and the temperature of the air. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least five times an hour. A volume of 2,500 cubic feet of pure air should be supplied per pupil per hour. The windows shall be adjusted by weights and pulleys; and, when the outside temperature permits it, they may provide the necessary change of air. In severe weather fresh air may be supplied by raising the lower sash and placing a close-fitting window board beneath it. The difference between the inside and outside temperature will produce an influx of air between the top of the lower and the bottom of the upper sash. At recess and for a time during the noon intermission and after school is dismissed the windows shall be raised from below and lowered from above; but the necessary constant ventilation during school hours cannot be secured by the windows. Where there is a stove, the pure air shall be admitted directly from the outside through sufficient ducts running under the floor and opening below the stove. This pure air supply shall be under control by slides to open or close the ducts. Where steam heating or a hot air furnace is used, the pure air shall be admitted to the steam coils or the base of the furnace. The outside air shall be taken in at least four feet from the ground, and the duct should be hooded and the opening screened with fine wire gauze. The air supply shall not be taken from the school room or from the basement. In the air space of each furnace or within the jacket of each stove there shall be a pan filled daily with water in the absence of more effective means of properly moistening the air. Sufficient moisture must be added to the air from evaporating pans or some other source to keep the relative humidity of the air at about 70 per cent.

In cold weather, the foul air shall be taken away from near the floor and out through ventilating ducts in the chimney, which ducts should be somewhat larger in area than the incurrent pure air ducts. In buildings of one storey where ventilating ducts have not been provided in the chimneys, two tin, or galvanized iron pipes of sufficient size to allow the air to be changed five times an hour (the ducts being about nine inches by twelve inches) should extend on opposite sides of the class-room from near the floor, and run up through the ceiling beside the chimney, being so placed as to be well heated. When the pipe cannot be so placed, pipes of large diameter (a foot) with revolving cowls on the top of each will prove effective. Without an upward draught the foul air cannot be removed. Openings, with regulating slides, should also be provided in these ducts near the ceiling for use only in warm weather or when the room is over-heated. When needed, a cowl should be placed so as to cover properly the chimney and the excurrent foul air ducts. It would, however, be better and, in the end, cheaper to build a new chimney with double flues. In new buildings a double flue chimney shall be built, the ventilating flue opening from the schoolroom. When storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow the ingress of pure air; or they may be placed on the inside and also hinged at the top.

An adequate supply of pure air is equally important in all schools whether rural or urban. Such a supply of pure air can be secured in large schools only when driven into the class-rooms by means of fans. A satisfactory fan system.

such as the plenum system, will be required for Grade I in the schools of the larger urban centres.

Kindergarten Forms.—The following are the special provisions for the accommodations of the Kindergarten Forms:

A class-room, square or slightly oblong, with a floor area of about 1,200 square feet, well lighted and well ventilated, well heated in winter, and adjacent to the playground. In the centre there should be a circle, inlaid or painted, large enough to accommodate all the pupils. A separate room for the games should be provided, when practicable.

A supply adequate for the attendance, of rubber-tipped Kindergarten tables, 20" x 36"; rubber-tipped Kindergarten chairs, some 11" and some 12" high; and Japanese floor cushions.

A cloak-room opening into the class-room or into the hall.

Cupboard accommodation for the Kindergarten materials, some shelves being so low that the children may be trained to take out and replace the materials.

On one wall a blackboard two feet from the floor and three feet wide; on another wall a painted burlap dado, not less than 6 ft. long, preferably on all the available wall space, surmounted by a plate rail for showing the children's work.

A low sink to encourage cleanliness, and, where practicable, a fire-place to give the room a touch of home comfort.

Kindergarten-Primary Forms.—The following are special provisions for the accommodations of the Kindergarten-Primary Forms:

A floor area of about 900 square feet, the class-room being square or slightly oblong.

A supply adequate for the attendance, of rubber-tipped Kindergarten-Primary tables, 20" x 36", some 21" and some 23" high; rubber-tipped Kindergarten-Primary chairs, some 12" and some 14" high, and Japanese floor cushions.

In other respects, the accommodations should be the same as for the Kindergarten.

NOTES: 1.—In the Educational pamphlet entitled "Plans for Rural School Buildings" will be found additional details of the requirements of good school accommodations.

2.—For the requirements of the accommodations for Manual Training, Household Science and Agriculture and Horticulture, see the special circulars issued by the Department.

3.—When occasion arises for their use, wooden models of school buildings suitable for small rural schools will be sent to the Inspector on application to the Deputy Minister.

EQUIPMENT

3. (1) Each Board shall provide at least the following equipment, which shall be subject to the approval of the Inspector:

- (a) A school flag with a pole, cord, and pulley, kept in good working order.
- A clock for each class-room, kept in good condition.
- A Fahrenheit thermometer.
- A globe, not less than twelve inches in diameter and properly mounted.

A map of the hemispheres, a map showing the British Empire, a map of each Continent, of Canada, of Ontario, of the county or municipality (if a suitable map is published), of the British Isles, and of the United States.

A numeral frame, and an adequate supply of material for teaching numbers.

A set of mensuration surface forms and geometrical solids.

A blackboard set for each class-room, consisting of a protractor, a triangle, a pair of compasses, two pointers, and a graduated straight edge.

A pair of scales, with weights, to weigh from half an ounce to at least four pounds; a set for measure of capacity: pint, quart, gallon; a set for linear measure: inch, foot, yard, tape line; a set for square and cubic measures.

INSTRUCTION.—To their present equipment Boards shall add the map of Ontario, published for Ontario Department of Lands, Forests and Mines by Rolph and Clark, Carlaw Avenue, Toronto. Price, \$2.00 net. (Express charges extra.)

(b) A library containing:—

A copy of each of the revised editions of the Ontario School Manuals as prescribed in Schedule D, p. 91, an atlas, a gazetteer, and an English reference dictionary of British standard and authorization for each class-room.

When required under Regulation 3, p. 88, the supply of the History, Geography, and Hygiene Readers; The Golden Rule Books; the other books in English Literature to be read by the candidates for a Departmental examination (see Circular 58), and The Children's Story of the War.

Such other books as the Minister may prescribe from time to time.

(2) In graded schools as much of the equipment prescribed in (1) above shall be provided for each class-room as, in the judgment of the Inspector, is necessary.

(3) The equipment shall also include:—

(a) Such other charts, maps, and globes and such art and science supplies and apparatus as may be needed for the school courses and as may be recommended by the Principal and approved by the Board and the Inspector.

(b) Such other works of reference and such other supplementary reading as may be required under the provisions of Regulation 4, p. 88.

(4) Where a Kindergarten or a Kindergarten-Primary Form has been established, the equipment shall, subject to the approval of the Inspector, be that listed on pp. 96-99.

NUMBER OF TEACHERS AND CLASS ROOMS

4.—(1) There should not be more than an average attendance of twenty-five pupils for each teacher in a Kindergarten Form, or of thirty for each teacher in a Kindergarten-Primary Form.

(2) (a) There should not be more than an average attendance of forty in each of the class-rooms of Forms I-V.

(b) On the recommendation of the Inspector, an additional teacher and class-room shall be provided by the Board when the average attendance in any class-room exceeds forty-five for two consecutive years.

POWERS AND DUTIES OF BOARDS

5.—(1) Without the consent of the Board no advertisements shall be posted in any schoolroom, nor shall announcements be made to the pupils the necessity for which does not arise in connection with the Regulations.

(2) The Board shall employ a caretaker, whose duty it shall be to sweep the floors daily (the windows being then open), to dust daily all the furniture, window ledges, etc., with damp dusters (preferably in the morning at least an hour before school); to make fires, at least one hour before the opening of school, and at such other times as the teacher may direct; to shovel the snow from the paths in winter, and, generally, to keep the accommodations in good condition.

(3) The Board shall provide for washing the floors at least quarterly and at such other times as may be necessary and for renovating during the summer holidays as often as may be needed, the walls and ceilings if papered or plastered, or for washing them if finished in wood or metal sheeting and painted.

NOTE.—For the statutory duties of School Boards, see Part III.

POWERS AND DUTIES OF TEACHERS AND SUPERVISORS

6.—(1) (a) In schools with more than one teacher, the head teacher shall be called the Principal and the others Assistants.

(b) A teacher in charge of more schools than one shall be called the Supervising Principal, and shall exercise over these schools such powers of a Principal as the Board may direct on the report of the Inspector or the local Chief or Senior Inspector, as the case may be.

(c) (i) In an urban municipality, teachers holding Supervisors' certificates in Art, Music, Physical Culture, Household Science, and Manual Training may, respectively, be placed by the Board in general charge of said subjects in the schools under its charge.

(ii) In a town or a village, teachers holding both permanent Second Class certificates and Elementary certificates in Art or Music, may, respectively, be placed by the Board in general charge of said subjects in the schools under its charge.

(iii) In an urban municipality where there are more Kindergartens than one, a teacher with a Director's certificate may be placed by the Board in charge of all the Kindergartens and such teacher shall be known as a Supervisor.

(iv) In the discharge of these duties, the teachers provided for in (i), (ii) and (iii) above shall be subject to the Instructions of the Inspector or local Chief or Senior Inspector, as the case may be, and to the authority of the Principal.

(2) Subject to the provisions of the Schools Acts and the Regulations, the authority of the Principal shall be supreme in all matters of organization, management, and discipline.

(3) (a) Subject to revision by the Inspector, or the local Chief or Senior Inspector, the Principal shall determine the number of grades, the number of pupils to be assigned to each grade and class, and the order in which the subjects shall be taken up by the pupils.

(b) Subject to revision by the Inspector, the Principal shall make such promotions from one grade to another as he may deem expedient.

INSTRUCTION.—The written test, used exclusively, is in any grade an unsuitable basis of promotion. In the elementary grades, the class records are the most reliable basis, and even in the more advanced grades the final written test and the class records should be considered together.

(4) (a) The time-table for the different Forms and Grades of the school shall be prepared by the Principal or, subject to his direction, by his assistants, and shall be submitted to the Inspector, who shall make such modifications therein as he may deem expedient.

(b) A copy of the time-table for each class-room shall be kept posted in a conspicuous place therein.

(c) In the time-table for each Form or Grade, periods shall be allowed each pupil every day for seat work, including independent study, provided and supervised by the teacher.

NOTE.—Suggestions for the construction of a time-table will be found in *The Ontario Teachers' Manual: THE TIME TABLE*.

(d) The amount of home work assigned in any Form shall be subject to the approval of the Inspector.

(5) Subject to instructions from the Minister, the Principal of a rural school shall send to the Inspector, in a form provided by the Department, a statement of the names and addresses of all pupils between the ages of eight and fourteen inclusive, who have been irregular in attendance, and of all children in the Section between the same ages who have not been in attendance. The cost of the postage and envelopes for this service shall be defrayed by the School Board.

NOTE.—In Part III is quoted the amendment of 1914 to *The Truancy Act*, under which the Minister's instructions are issued.

(6) (a) If a parent or guardian fails, after due notice by the Principal, to provide his child or ward with the text-books or other supplies required in his course of study, or to pay the fees imposed for such purpose by the Board, the Principal shall notify promptly the Board of such neglect, and the Board may suspend the pupil or it may provide him with such text-books or other supplies and exempt him from the payment of such fees.

(b) If a pupil injures or destroys school property the Principal shall notify the parent or guardian, and if he fails to make good the damage within a reasonable period, the Principal shall submit the matter promptly to the Board for settlement.

(7) (a) For the purpose of preventing accidents and improper conduct when the pupils are not in the class-rooms, the accommodations should be under suitable supervision. This supervision, where convenient, may be exercised by the Principal, or may be entrusted by him to one or more members of the staff or the caretaker, or the senior pupils.

(b) At least once a month in school buildings of more than one storey the Principal shall hold a fire drill in which all the pupils shall take part.

(8) Every teacher should be in his place in the school at least fifteen minutes before the opening of the forenoon session and at least five minutes before the opening of the afternoon session.

(9) When the Public or Separate and the High or Continuation Schools use jointly the same building or the same grounds, the authority of the Principal of the High or Continuation School shall be supreme in all matters of discipline in those parts of the accommodations which the schools occupy in common.

(10) It shall be the duty of the Principal to inspect the premises daily and report without delay to the Secretary of the Board or a special officer appointed by it want of attention on the part of the caretaker or any needed repair, and to endeavour by all means in his power to secure proper care of the premises by the pupils.

(11) When a teacher vacates his position, he shall leave in the school register his last time-table for the use of his successor, with a statement of the stage of advancement of each grade under his charge.

NOTE.—For the statutory duties of teachers see Part III.

DUTIES OF PUPILS

7.—(1) A pupil registered in a Day or a Night School shall attend punctually and regularly.

(2) He shall be neat and clean in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to the teachers; and he shall submit to such discipline as would be exercised by a kind, firm, and judicious parent.

(3) A pupil on returning to school after absence shall give the Principal from the parent or guardian, orally or in writing as may be required by the Principal, the reason for his absence. If this reason is not satisfactory, the Principal shall communicate with the parent or guardian, and, in the event of no satisfactory explanation, he may refuse the pupil admission thereafter, but he shall then submit the question to the Board for settlement.

(4) A pupil may retire from school at any hour, with the consent of the Principal, or at the request, either oral or written, of his parent or guardian. If, however, the Principal has reason to believe that an unjustifiable use is being made of this privilege, and is unable to secure due amendment, he shall submit the question to the Board for settlement.

(5) A pupil shall be responsible to the Principal for his conduct on the school premises and on the way to and from school, except when accompanied by his parent or guardian or by some person appointed by such parent or guardian on his behalf.

ARBOR DAY AND EMPIRE DAY

8.—(1) (a) In rural school sections and in villages Arbor Day, the first Friday in May or a school day as near thereto as climatic conditions will permit, shall be devoted to planting shade trees, making flower beds, and otherwise beautifying and improving the school grounds. (See *Educational Pamphlet: IMPROVEMENT OF SCHOOL GROUNDS.*)

(b) When any date other than the first Friday in May is selected as Arbor Day by the Principal he shall notify the Inspector promptly.

(c) On Arbor Day songs, readings, and recitations, designed to cultivate greater interest in trees and flowers and in the study of nature, shall form part of the exercises in all schools.

(2) Empire Day, the last school day before the 24th of May, shall be duly celebrated in every school; the forenoon being devoted to a study of the greatness of the British Empire, and the afternoon to public addresses, recitations, music, etc., of a patriotic character.

SCHOOL FLAGS

9. The School Flag shall be flown on Public Holidays and on such other occasions as the Board may determine. When not so flown, it shall be displayed on the wall of the schoolroom; and, as opportunities may offer, its history and significance shall be suitably explained to the pupils by the teacher. When there are more rooms than one the Board may determine in which of them the flag is to be displayed or it may provide a flag for each room.

SCHOOL TERMS AND SESSIONS

DAY SCHOOLS

10.—(1) Unless otherwise directed by the Board, as provided in (3) below, or with the approval of the Minister, the pupils attending a Day School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon.

(2) At least one hour shall be allowed for recreation at mid-day, and at least ten minutes during each of the forenoon and afternoon sessions.

(3) In no case shall there be less than five hours of study a day, including the recesses in the forenoon and afternoon; but the Board may reduce to a minimum of half a day the hours of study for the pupils in the Kindergarten, the Kindergarten-Primary, and the First and Second Forms.

(4) The periods for physical culture should be separate from the periods for the recess, and the periods both for recess and for physical culture shall be so arranged as to afford due relaxation from mental strain.

NIGHT SCHOOLS

11.—(1) (a) A Board may establish Night Schools with courses of study selected from the General Course of study for the Day Schools by the Inspector or the local Chief or Senior Inspector, as the case may be, with the concurrence of the Board.

(b) Subject to the approval of the Principal, the pupil shall select his courses of study.

(2) Except for Manual Training or Household Science in the case of those who attend a Day School where these subjects are not taken up and where admission to the Night School has been approved by the Principal of the Day School, no pupil who attends a Day School may attend a Night School.

(3) The Night School year shall consist of two terms beginning and ending on such dates and with such vacations as the Board may determine, subject to the approval of the Minister.

(4) The weekly number of sessions and the length of each session shall be settled by the Board, subject to the condition that the length of each session shall not exceed two hours and a half.

(5) Night Schools shall be subject to the same regulations as the Day Schools with respect to management, the discipline of the pupils, the duties and qualifications of the teachers, and the use of text-books.

ORGANIZATION OF THE COURSES OF STUDY

GENERAL

12.—(1) Subject to any instructions that may be issued by the Minister from time to time, the Courses of Study shall be taken up in two main divisions as follows and as defined in the syllabuses and the regulations below.

I. The Primary Stage: The Kindergarten Form, the Kindergarten-Primary Form, and Forms I-IV.

II. The Secondary Stage: Form V.

NOTES: 1.—Subject to the provisions of *The Truancy Act*, the Courses for Forms I to IV are obligatory on all children from eight to fourteen years of age, but, as provided in *The Public Schools Act* and *The Separate Schools Act*, they may enter at five years of age.

2.—As provided by *The Public Schools Act* and *The Separate Schools Act* every person between the ages of five and twenty-one has the right to attend free the Public or Separate School in the urban municipality or rural school section in which he resides, and children between the ages of four and seven may attend Kindergarten Forms, subject to the payment of such fees as the Board may deem expedient.

(2) In school sections where the French or the German language prevails, the Board may, in addition to the Courses of Study prescribed herein, require instruction to be given in French or German Reading, Grammar, and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French and German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public and Separate Schools shall be set aside because of the use of the authorized text-books in French or German.

(3) Without the consent of the Minister no subject may be added to those provided for in the Syllabuses of the Courses.

GRADES

13.—(1) The range of the course in each subject of the Syllabuses shall be as defined in the regulations below.

(2) Certain courses in the Forms have been divided, each, into a Junior and a Senior Grade; but, according to the conditions of the school, these grades may be combined or a different division may be made by the Principal. Similarly each of the other courses may be divided into grades.

(3) For normal pupils, the course in each of the Kindergarten and Kindergarten-Primary Forms is intended to take one year, and that in each of the other Forms, two years; but, throughout the school, pupils shall be classified by the Principal in accordance with their aptitudes and attainments, and the organization shall be flexible enough to allow the promotion within the school year of capable pupils, in all or any of the subjects of the grade.

FORM V

14.—Pupils who have obtained Junior High School Entrance certificates, and such other pupils as are considered qualified by the Principal and Inspector, shall be entitled in both rural and urban schools to receive instruction in the subjects of the Fifth Form; but—

(a) In a rural section or an urban municipality, having a High or Continuation School, it shall not be obligatory for the Board to maintain a Fifth Form, if resident pupils of the High or Continuation School are not charged fees for the Lower School; and—

(b) In lieu of establishing a Fifth Form, the Board of any rural school section may arrange with the Board of a High or Continuation School which, in the opinion of the Board and the Inspector, is readily accessible, for the instruction thereat of such pupils of its school as are entitled to admission to a High or Continuation School.

AUXILIARY SYLLABUSES

15. At the request of a Board and on the report of the Inspector of Auxiliary Classes, the Minister may approve of modifications of the courses as prescribed below, in order to provide suitable auxiliary syllabuses of study for retarded pupils, and for pupils who are subnormal mentally, physically, or morally.

INSTRUCTIONS: 1.—For recommendations as to the organization, management, and teaching of certain of the above classes of pupils, see *The Auxiliary Classes Act*, and *Educational Pamphlet No. 7: THE ORGANIZATION AND MANAGEMENT OF AUXILIARY CLASSES*, which may be obtained on application to the Deputy Minister.

2.—Under *The Industrial Education Act* pupils who have completed the course for Form III. may be admitted to a General Industrial School in accordance with the Regulations therefor.

RELIGIOUS EXERCISES AND RELIGIOUS AND MORAL INSTRUCTION IN THE PUBLIC SCHOOLS

16.—(1) (a) Every Public School shall be opened with the reading of the Scriptures and the repeating of the Lord's Prayer, and shall be closed with the Lord's Prayer or the prayer authorized by the Department; but no pupil shall be required to take part in any religious exercises objected to by his parent or guardian.

(b) (i) In schools without suitable waiting-rooms or other similar accommodation, if the parent or guardian demands the withdrawal of a pupil while the religious exercises are being held, such demand shall be complied with, and the reading of the Scriptures shall be deferred in inclement weather until the closing.

(ii) To secure the observance of this regulation, the teacher, before commencing a religious exercise, shall allow the necessary interval to elapse, during which the children or wards of those who have signified their objection thereto may retire.

(c) If the parent or guardian objects to his child or ward taking part in the religious exercises, but directs that he shall remain in the school-room during these religious exercises, the teacher shall permit him to do so, provided that he maintains decorous behaviour during the exercises.

(d) If, in virtue of his right to be absent from the religious exercises, any pupil does not enter the school-room in the morning till the close of the time allowed for religious exercises, such absence shall not be treated as an offence against the rules of the school.

(e) When a teacher claims to have conscientious scruples in regard to opening or closing school as herein prescribed, he shall notify the Board to that effect in writing; and it shall then be the duty of the Board to make such provision as it may deem expedient for the carrying out of the requirements of (1) (a) above.

(2) (a) The Scriptures shall be read daily and systematically. The parts to be read may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, or from the list of the Selected Scripture Readings of the International Sunday School Association, as the Board by resolution may direct.

(b) The Board may also order by resolution the reading of such parts by both pupils and teachers daily at the closing of the school, and, in addition, the repeating of the Ten Commandments at least once a week, and the memorization of passages selected by the Principal from the Bible.

(c) If the Board does not pass the resolution provided for in (a) above, the teacher shall make the selection himself after duly notifying the Board of his intention, but such selection shall be subject to revision by the Board at any time.

(3) (a) (i) A clergyman of any denomination shall have the right, and it shall be lawful for the Board to allow him, to give religious instruction to the pupils of his own denomination, in each school-house, at least once a week, after the hour of closing the school in the afternoon.

(ii) Under the same conditions, a clergyman, selected by the clergymen of any number of denominations, shall also have the right to give religious instruction to the pupils belonging to such denominations.

(b) If the clergymen of more than one denomination apply to give religious instruction in the same school-house where the number of class-rooms is insufficient for all at the same time, the Board shall decide on what day of the week a class-room shall be at the disposal of each, at the time above stated.

(4) Emblems of a denominational character shall not be exhibited in a Public School during regular school hours.

(5) The Golden Rule Books, which are prescribed in Regulation 22 (8) (c) and (d) for supplementary reading in Literature in both the Public and the Separate Schools, shall also be used, in every Public School, as the basis for a systematic course in Morals, in accordance with the provisions contained in *The Ontario Teachers' Manual: THE GOLDEN RULE BOOKS*.

THE NATIONAL ANTHEM IN THE PUBLIC AND SEPARATE SCHOOLS

17. In every Public and Separate School, the singing of the National Anthem as authorized by the Department shall form part of the daily opening or closing exercises.

NOTE.—A copy of the Anthem accompanies these Regulations.

THE KINDERGARTEN AND KINDERGARTEN-PRIMARY FORMS ESTABLISHMENT

18.—(1) (a) Pupils between the ages of four and seven may be admitted to the Kindergarten Form. (See Public Schools Act, Section 6 (2).)

(b) Pupils between the ages of five and seven may be admitted to the Kindergarten-Primary Form.

(c) Boards may establish either a Kindergarten or a Kindergarten-Primary Form or both according to the age and mental maturity of the pupil or they may omit both Forms.

(2) Until the close of the school year 1915-1916, Boards may maintain the Kindergarten-Primary course herein prescribed under two teachers, one holding a Kindergarten Director's certificate and the other holding at least a Second Class certificate and being a successful teacher of Form I.

NOTICES.—(1) *After the close of the school year 1915-1916, no one shall be qualified to teach a Kindergarten-Primary Form except those who hold a Kindergarten-Primary certificate obtained under the Regulations prescribed herein.*

(2) *In order to afford Kindergarten Directors and teachers of Form I with Normal School certificates another opportunity to qualify for the Kindergarten-Primary certificate, the provision made in 1915 for Summer Courses for such teachers will be made by the Minister in 1916 also.*

SYLLABUS OF THE COURSES

Purpose

19.—(1) The purpose of the course of the Kindergarten Form is to prepare the pupil in early childhood for the later courses of the Primary stage by utilizing his instincts and interests and combining the nurture of the home with the discipline of the school.

(2) The purpose of the course of the Kindergarten-Primary Form is to prepare the pupil at a later period of childhood for the later courses of the Primary stage by combining the more advanced work of the Kindergarten with the initial work of Form I.

Classification and Limitations

(3) Subject to any instructions issued by the Minister from time to time, the courses in the subjects of the Kindergarten and Kindergarten-Primary Forms are classified and shall be taken up as prescribed below, in accordance with the age and mental development of the pupils; but when a Kindergarten-Primary Form alone or both a Kindergarten and a Kindergarten-Primary Form are established, the course or courses thereof and that of Form I may be modified by the Inspector or the local Chief or Senior Inspector, as the case may be, in order to secure the due articulation of each as a part of the local school organization:

(4) The courses in the subjects prescribed below under the heading, I The Kindergarten and Kindergarten-Primary Form, are common to these Forms, those for the latter being more advanced. Under the headings, II The Kindergarten Form, and III The Kindergarten-Primary Form, respectively, are given the special courses of these Forms.

(5) The Kindergarten and the Kindergarten-Primary shall be opened with a simple prayer and hymn.

COURSES IN THE SUBJECTS

I.—THE KINDERGARTEN AND KINDERGARTEN=PRIMARY FORMS

Manners and Morals.—Throughout the courses the teacher should seek incidentally, through the songs, games, talks, and stories, from current events, and by her own example, to establish good habits in morals and in manners.

Nature Study.—Study of nature through songs, conversation, and observation.

The seasons and subjects connected with each; circle talks and songs.

Study of plants through the observation of their growth in the window boxes and garden plots, and of animals through the observation of pets and animals.

Observation of the heavenly bodies.

Simple natural phenomena.

Industrial activities.

Festivals.

Vocal Music.—Rote singing of simple melodies relating to the home, the parents, God, nature, and country; trade songs; Mother Goose Rhymes.

Physical Culture.—Simple games requiring a minimum of attention and fatigue: Movement games: skipping and dancing games; symbolic games, and games representing human activities; sense games; marching.

Organized plays and games, to increase motor efficiency.

Hygiene.—Simple lessons on the care of the hair, the teeth, the skin, and the nails, and the organs of the senses.

Simple lessons on eating, drinking, breathing, sleeping, neatness, and cleanliness.

Importance of pure water, fresh air, and sunlight.

II.—THE KINDERGARTEN FORM

Gifts

First Gift.—(1) Plays emphasizing activity, as twirling, tossing, hiding and finding, rolling and aiming games.

(2) Symbolic or Representative plays on the basis of analogy:

(a) Action: Squirrel, clock, bell, windmill and other symbolic activities.

(b) Colour: Fruit games, bird games, etc.

(3) Plays with balls of different colours leading to conscious comparison and recognition of qualities.

(4) Grouping plays: Observation games where colour is taken away or added.

INSTRUCTION.—Playthings related should be used incidentally, as, for example, animals, dolls, tin soldiers, jumping-jacks.

Second Gift.—(1) Plays emphasizing activities and qualities:

(a) Action plays: Not rotary, merely to discover possibilities and differences as rolling and sliding games.

(b) Hiding plays, intensifying idea of different objects by discovery.

(2) Plays emphasizing imitation and analogy:

(a) Simple plays: Using parts of gifts separately, as rolling pins, potato masher, churn, etc.

(b) Collective plays: Loading fruit barrels and boxes, squirrel plays, etc.

(3) Recognition of type forms and rotary plays:

(a) Rotary plays: Rolling back and forth in box and experimenting freely.

(b) Strings attached to frames of box, and forms suspended alternately and set in motion.

(c) Strings attached to forms, and twisting of strings by fingers.

INSTRUCTION.—Playthings of the same general character should be used in the Kindergarten incidentally: Tops, hoops, spinning plates, tin bubbles, jumping-jacks, spoons, kaleidoscopes, beads, etc.; all nested playthings: nest of cubes, spheres, cones, etc.

Third Gift.—Play exercises, appealing to and developing the child on every side of his being; as, for example, experimental, imitative, artistic, suggestive, memory, dictated, free play:

(1) Those showing simple relationship; for example, where different forms are represented, but all appear on the table at once.

(2) Those in which all of the material of the Gift is employed in each new step, but which represent only variations of a single idea; size being frequently the element of variation.

(3) Those in which memory plays a more conspicuous part, as the idea which binds the sequence calls up different objects with different names.

(4) Those dealing with decorative forms, borders, symmetrical units, and sequences.

Fourth Gift.—Plays and exercises following the suggestions for the Third Gift. Salient features to be considered in exercises: variations in dimensions, surface approximation, balance, transmitted motion, inclosure of space.

INSTRUCTION.—Some of the forms or series of forms constructed in previous Gifts should be carried over to this Gift, in order to help to expand the idea of construction in the Gifts and to serve to bring out more prominently the new features.

Fifth Gift.—General plan as with Third Gift; the new characteristic, the oblique line being in evidence in the exercises from the beginning.

INSTRUCTION.—The first plays with the Gift should give opportunity for working with the whole, handling the parts that are difficult to handle, but without confusion in the handling. The older pupils should analyze the various prisms and have varied experiences in discovering problems described according to form and content, but should not be asked to express these experiences in formal language.

Sixth Gift.—General plan of procedure as in the previous Gifts so far as material will permit.

Exercises to emphasize the experiences in numbers, form, proportion, dimension, balance, and inclosure of space.

Picture Making Gifts.—(1) Tablets: (a) Play exercises in analogy and the recognition of the different forms.

(b) Possibilities of combination: Pictures of life forms by surface representation, experimental, original, suggested, and directed.

(c) Borders and all-over repeats.

(d) Mathematical combinations.

(2) Sticks and rings: (a) Exercises in the recognition of Form in outline.

(b) Possibilities of combination: Pictures of life forms, experimental, original, suggested, and directed.

INSTRUCTION.—Pupils should be encouraged to invent freely with the tablets, sticks, and rings. The material lends itself to great variety of productions because of the difference in length of sticks and in sizes of rings and half rings. Emphasis in production should be placed on measurement, form, number, size.

Occupations

Sewing.—Straight lines leading to borders, symmetrical designs.

Outlining of picture cards in suitable colours.

Art.—Exercises in the correct use of the pencil; recognition of the standard colours, freehand expression with soft pencil and coloured crayons in illustrative drawing and the reproduction of natural forms and common objects.

Folding.—All folding to be given in sequence; the initial sequence to consist of the simplest possible folds, repeated until dexterity is gained by the child.

Cutting.—Exercises in the use of scissors; stripping and fringing paper, to be made into simple objects; cutting out and pasting illustrative pictures; a simple sequence of cutting; freehand cutting.

Weaving.—A logical sequence of weaving exercises based on number, form, and colour.

Modelling.—(1) Clay or plasticine.—Exercises in modelling simple objects; recognition of type forms; free expression.

(2) Sand.—Three forms of expression: Hollowing out, building up, surface work such as the imprint of a tablet, or by lines and drawing.

Bead-Stringing Exercises with Pegs and Tiles

Games

Simple games requiring standing and sitting alternatively and the minimum of attention and fatigue, as follows:

(a) Movement plays, the chief object of which is to provide for bodily development, as up and down games, games of imitation, skipping and dancing games.

(b) Symbolic and representative games, nature activities, human activities, industrial activities.

(c) Sense games.

(d) Games involving number.

Stories

Selected stories: Bible stories; fairy stories; nature stories; stories of other children; fables; historical stories; dramatization.

III.—THE KINDERGARTEN-PRIMARY FORM

Literature.—Story telling and reading and reciting by the teacher of selections in prose and poetry.

The oral reproduction by the pupils of stories, readings, and recitations.

The memorization of choice selections in prose and poetry.

Language, Reading, and Spelling.—Simple exercises in breathing, articulation, and vocalization.

Language.—Spontaneous self-expression through songs, games, and stories; the use of pictures and kindergarten material.

New words and new forms of expression to be developed incidentally through plays, impersonation, dramatization, and pantomime.

Simple oral statements in narrative and in answer to questions connected with the other subjects of the Form.

Games to impress correct forms of expression.

Reading.—Word recognition, based on games dealing with action-words; name-words; words indicating quality, colour, motion, direction, position, form; incidental words; the names of the parts of body, and of flowers, vegetables, animals, trees; names connected with the trades and with stories told.

Reading from the blackboard and prepared cards, sentences related to the preceding material; reading from illustrated story books.

Phonics.—Oral and written, concurrent with reading and supplementary thereto.

Spelling.—Exercises to train the pupils to get vivid images through the eye, and to acquire skill in copying and designing from a pattern.

Matching words which accompany and name a picture and matching words learned in reading lesson.

Construction of sentences, using word-cards.

Word-building, using letter-cards.

Construction of sentences, using letter-cards.

Script reproductions of short printed sentences.

Use of capital letters and period in the sentences.

Exercises in recognizing the difference between the singular and the plural forms of nouns.

Writing simple words from dictation.

Writing.—Muscular movements taught in games, the rhythm of the games being emphasized.

Letter-making with Kindergarten material.

Tracing and writing on the blackboard, using crayons, with a quick arm movement begun in the air; writing on heavy construction paper at the table, with the same movement, using crayons and pencil with large leads.

Attention to the position of the body, hands, arms, paper, and pencil.
Study and practice of the alphabet.

Arithmetic.—Objective development of the number idea; exercises in selections from the Building and Laying Gifts to give a knowledge of the facts of numbers to 9 (inclusive).

Indefinite relations developed by comparison.

Definite relations developed through handling blocks, sticks, etc., without names of numbers.

Definite development of the number idea; analysis and synthesis of numbers to 9.

Number pictures: Transition from objects to symbols.

The names of the symbols 1-9; addition and subtraction within these limits.

Concrete units: The inch by using the material of the squared table, and foot by using the Kindergarten sticks; pint and quart; one-half, one-fourth, one-eighth.

Application of the knowledge of numbers to the occupations, folding, cutting, weaving; and to plays, buying, selling, building, measuring.

Art.—Exercises in the correct use of the pencil with free arm movement.

Recognition of standard colours.

Picture-making with tablets and sticks.

Development of symmetrical designs in borders, units, "all-over" repeats, and sequences.

Freehand expression with soft pencil and coloured crayons in illustrative and imaginative drawing and in the reproduction of natural forms and common objects.

Manual Training.—Modelling in clay and plasticine: Free expression of the child's own ideas; illustration of stories and songs: typical forms, connected with the child's interests: making the sphere, cube, and cylinder, and objects based thereon.

The sand table: Individual and co-operative work in the illustration of stories, songs, nursery rhymes; the surface of the earth; modelling plans of street, school room and playground; illustration of ideas gained in connection with other exercises.

Paper tearing; the use of the scissors; cutting out pictures from magazines, newspapers, etc.; free cutting; arranging and mounting in groups the objects cut, to illustrate scenes, stories, songs, and games; cutting symmetrical designs, the elements involved being nature forms; construction of objects based on the sixteen square fold.

Winding exercises on card-board rings with carpet yarn, raffia, etc.; knotting; weaving on card-board looms.

Sewing.—Picture-making with tablets and sticks.

Straight lines leading to borders and symmetrical designs.

Choosing and matching colours.

Simple talks on the use of the needle.

Knotting and threading; sewing on picture cards with suitable colours; simple stitch forms with wool and on canvas.

FORMS I to IV

SYLLABUS OF THE COURSES

Purpose

20.—(1) The purpose of the courses of Forms I-IV, considered as a whole, is to enable the teacher to train his pupils to become efficient members of society.

(2) The courses of study prescribed in the Syllabus below represent the typical experiences of the race that are worthy of transmission at this stage in the preparation of the pupil to become an efficient member of society. The special object of the course in each subject as a member of the Syllabus is as follows:

Reading.—To train the pupil so that he may be able to find for himself the thoughts and feelings conveyed by the written or printed words and may be able to communicate them to the listener so that he may appreciate them.

Spelling.—To train the pupil to use the forms of words approved by custom, in the mechanism of his written composition.

Literature.—To create in the pupil a taste for good books and to provide him with an ennobling means of enjoying his leisure, while broadening his knowledge, moulding his character, and aiding him to feel the beauty and power of artistic expression of thought and feeling.

Grammar.—To train the pupil to apply the principles of correct speech to oral and written composition and to give him an insight into the structure of our thinking and expression.

Composition.—To train the pupil to speak and to write good English as a fixed unconscious habit and to think clearly and logically as a basis for clear and logical expression.

Writing.—To train the pupil to record his thoughts and feelings rapidly and legibly.

Arithmetic.—To train the pupil to become ready, accurate, and prompt in the use of numbers in calculation, and to reason correctly.

Geography.—To train the pupil to appreciate the most important of the following in their relationships to human activities; the natural features and phenomena of the earth; the races, nationalities, and institutions of man; and the economic products of the different countries.

History.—To arouse in the pupil an interest in historical characters and events, to give him a knowledge of his civil rights and duties, to stimulate a love of high ideals of conduct, and to enable him to appreciate the logical sequence of events.

Hygiene.—To provide the pupil with the knowledge necessary for the maintenance of his health and to train him to give such attention to the subject as will secure this object.

Physical Culture.—To develop the pupil's body symmetrically by rational exercises and organized play and games, securing at the same time strength, ease, and grace, with correct and prompt obedience to the will.

Art.—To beautify and ennoble the pupil's life by the sympathetic contemplation of Nature and of works of art, and to develop facility in the use of Art as a means of expression.

Nature Study.—To train the pupil to observe and interpret independently the common phenomena of the world about him, and thus to broaden and deepen his interests and his sympathy with nature.

Manners and Morals.—To train the pupil in those rules of social conduct that are the outgrowth of regard for the feelings and the convenience of others, and in the principles of morality and the formation of good habits.

Music.—To cultivate in the pupil a taste for good music, to provide an ennobling means of emotional expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

Book-keeping.—To enable the pupil to keep such business accounts as he may need in ordinary life.

Manual Training.—To train the pupil's hand and eye, to serve as a means of self-expression, to correlate the work of the school with the activities of the home, and to develop a sympathy with manual occupations.

Household Science.—To train the pupil's hand and eye, to develop a sympathy with manual occupations, to correlate the work of the school with the activities of the household, and to give her a knowledge of economic and health conditions in the management of the home.

Agriculture and Horticulture.—To train the pupil's hand and eye, to correlate the work of the school with the activities of the home, and to promote a love for nature and country life.

INSTRUCTION.—It is important that the teacher should appreciate and constantly bear in mind the purpose of the courses considered as a whole and the special purpose of the course in each subject considered as a function thereof. Due regard for the above definitions will give unity and proper direction to the work of the school.

Classification and Limitations

21.—(1) The courses in the subjects of the syllabus of Forms I-IV, as set forth in Regulation 23 below, are classified in three groups, and shall be taken up as follows:

GROUP I

Reading, Literature, Composition, Spelling, Grammar, History, Geography, Writing, Arithmetic, and Manners and Morals.

The above courses are *obligatory* and shall be taken up without the omission of any of the topics or sub-topics prescribed.

GROUP II

Hygiene, Physical Culture, Art, Nature Study, and Vocal Music.

The above courses are *obligatory* and shall be taken up as prescribed, or as follows:

(a) Subject to modification by the Minister, such topics and sub-topics of the courses in Art and Nature Study prescribed for Form IV may be omitted as are recommended by the High School Entrance Board. (See Regulation 3, p. 112.)

(b) Subject to modification by the Inspector, such topics and sub-topics of the courses in Physical Culture and Vocal Music prescribed for Forms I-IV, and of the courses in Art and Nature Study prescribed for Forms I-III may be omitted as the Principal may deem necessary in the condition of his school.

GROUP III

Book-keeping, Manual Training, Household Science, and Agriculture and Horticulture.

Subject to the following conditions, the above courses are *optional*:

(a) From the above list the Board may, on the recommendation of the Inspector, select such course or courses prescribed for Forms III and IV as in its judgment are desirable and practicable in the condition of the school.

(b) The Manual Training and the Household Science of Forms I and II shall be taken up if in the judgment of the Inspector the condition of the school will permit.

(c) Subject to modification by the Inspector, such topics and sub-topics of the course or courses taken up under (a) and (b) above may be omitted as the Principal may deem necessary in the condition of the school.

(2) In the case of schools preparing for one or more of the Special Departmental grants available, the courses concerned shall be taken up in accordance with the conditions prescribed in the Regulations for such grants.

(3) When there are more Public School Inspectors than one in a High School district, the duties assigned above to the Public School Inspector shall be performed by the local Chief or Senior Public School Inspector, as the case may be, after due consultation with his colleagues or colleague.

General Instructions

22.—(1) In the life of the community and the individual, the typical experiences [See Reg. 20 (2)], which, in the school syllabus, appear as separate subjects of study, are not isolated sections, but possess unity and continuity. Accordingly, in the process of instruction, the teacher, having due regard to the main purpose and the orderly presentation of each subject, should, as far as practicable, correlate it in a natural way, with related subjects, in order to maintain the aforesaid continuity and unity and to facilitate thereby the work in all the subjects of the Course. The due correlation of the related subjects is systematically dealt with in the revised editions of *The Ontario Teachers' Manuals*.

(2) When pupils are promoted, the necessary connection should be made by means of reviews between the work of the new grade or form and the old one, and the subjects of the old grade or form which are not repeated in the new one but which demand further attention, should be reviewed at the teacher's discretion.

(3) Accuracy, neatness, and rapidity should be required from the pupils in all work.

(4) Self-criticism by the pupils should be encouraged in all work.

(5) The writing and spelling should be carefully supervised in all written work, and the composition, in all oral and written work.

(6) Throughout the courses the teacher shall give instruction in moral principles and practices and good manners, from current incidents, from the lessons in Literature, History, etc., by anecdotes and didactic talks, and by his own example as well as by precept.

(7) Such of the elements of Grammar as are indispensable in teaching the Composition of Form III may be taken up *incidentally*; but the subject shall not be taken up in a separate class, and formal grammar shall not be taken up before Form IV.

(8) (a) As far as conditions permit the range of the courses should be extended by Supplementary Reading, as provided for in Regulation 4, p. 88.

(b) For the Supplementary Reading in Literature in the Senior Grade of Form I and for each Grade of Form II, at least three books shall be used, part prose and part poetry; and for each Grade of Forms III and IV, at least four, also part prose and part poetry.

(c) The Supplementary Reading in Literature for Forms I (Senior), II, III, and IV, shall include, for use in these Forms respectively, the First, Second, Third and Fourth Golden Rule Books.

(d) The Golden Rule Books shall be read in class; the additional books shall be read in school under the Principal's supervision, or at home under his direction, as he may deem expedient. The formation of a proper taste in Literature is so important that as many other suitable books as practicable shall be read by the pupils under the direction of the teacher.

COURSES IN THE SUBJECTS

23.—The following are the courses of study in the subjects of Forms I-IV:

(1) In some cases, the topics and sub-topics are given below; in some, they are contained in *The Ontario Teachers' Manuals*; and in others, in the authorized and recommended text-books.

(2) Besides affording guidance in methodology, the manuals contain further details of the courses; but, unless otherwise stated, these details are to be followed only at the teacher's discretion, and, in organizing his work, he should consider the pupils' environment and their probable future needs. In the following courses, accordingly, no distinction is made between the provision for urban and rural schools; the optional subject of Agriculture and Horticulture is especially suitable for rural schools, but some of the topics and sub-topics thereof may be taken up with advantage in urban schools also. School Fairs should also be arranged for by the local District Representative of the Department of Agriculture, assisted by the Inspector and the Teacher.

FORM I

GROUP I

Junior Grade

Reading and Spelling.—Word recognition by means of the phonic method, the word method, the sentence method, or a combination method.

Intelligent and intelligible reading from the black-board and the primer.

Supplementary reading.

Simple dramatization.

Distinct enunciation, correct pronunciation, and naturalness of expression.

The spelling of easy phonic words from the primer.

Transcription.

Exercises in breathing, articulation, and vocalization.

Literature and Composition.—Story-telling and the reciting or the reading by the teacher of suitable selections in prose and poetry.

The oral reproduction by the pupils of such recitations or readings.

Talks upon special anniversary days—Thanksgiving, Christmas, and Easter.

Narration by the pupils of personal experiences.

The memorization by the pupils of choice selections in prose and poetry.

Writing.—The development of letter forms.

Exercises in writing at the black-board and at the desk to acquire easy movement and lightness of stroke.

Black-board practice.

Arithmetic.—The objective development of the number idea.

Analysis and synthesis of numbers to 10.

The notation and numeration of numbers to 100.

Easy oral problems involving one step and related to the lives of the pupils.

Manners and Morals.—The course of the Kindergarten and Kindergarten-Primary Forms continued.

Senior Grade

Reading.—Intelligent and intelligible reading from the First Book:

Supplementary reading.

Dramatization.

Distinct enunciation, correct pronunciation, and naturalness of expression.

Exercises in breathing, articulation, and vocalization.

Literature and Composition.—Selections from the First Book.

Supplementary reading.

Silent reading.

Talks upon special anniversary days—New Year's Day, St Valentine's Day, and Arbor Day.

The reproduction of stories, told or read, about famous persons, places, peoples.

The oral and written reproduction by the pupils in brief, complete sentences of the subject matter of such selections.

The oral and written expression of thoughts, suggested by observation of objects, plants, animals, and pictures.

The memorization of choice selections in prose and poetry.

Writing.—Development of letter-forms continued.

Exercises in writing at the black-board and at the desk to acquire ease of movement and lightness of stroke.

The use of the pen with easy freehand exercises towards the end of the year.

Spelling.—Spelling of easy words from the First Book and other sources.

Transcription and word-building.

Geography.—Observations of the local surroundings.

General notions of direction and time.

Simple observations of the weather and seasons, of the sun and moon, and of the land and water forms in the neighbourhood.

Simple observations of the activities of the home and the neighbourhood.

Arithmetic.—Analysis and synthesis of numbers to 20.

Notation and numeration to six figures.

Addition tables.

Addition and subtraction begun.

Objective development of pint, quart, gallon, peck; inch, foot, yard; and of the following coins: one-cent, five-cent, ten-cent, twenty-five-cent, fifty-cent pieces.

Easy oral problems, involving not more than one step in their solution, and related to the lives of the pupils.

Manners and Morals.—The course as set forth in Regulations 17 (1) and 22 (6).

GROUP II

Hygiene.—Simple lessons on the care of the hair, the teeth, the skin, and the nails, and the organs of the senses.

Simple lessons on eating, drinking, breathing, sleeping, neatness, and cleanliness.

Importance of pure water, fresh air, and sunlight.

Physical Culture.—The course of the Kindergarten continued: the physical exercises contained in tables 1 to 12 inclusive in *The Syllabus of Physical Exercises for Schools*, authorized by the Department.

Organized play and games.

INSTRUCTION.—Group 7 in each table should be taken in the school grounds, in the Kindergarten room, or in the gymnasium.

Art.—*Junior Grade.*—Freearm drawing with charcoal, coloured chalks, black and coloured crayons, in illustrative drawings and in the representation of natural forms, toys, and interesting objects.

Recognition of the six colours.—Red, Orange, Yellow, Green, Blue, Violet.
Simple decoration of constructed objects.

Senior Grade.—Freearm drawing with charcoal, coloured chalks, black and coloured crayons, in illustrative drawings and in the representation of natural forms, toys, and interesting objects.

The six standard colours.

The course of the Junior Grade in the decoration of constructed objects continued.

Capital letters.

Picture study.

Nature Study.—A few birds and conspicuous insects.

Farm animals, including fowls.

Pet animals.

A few common trees.

Garden plots.

The study of plants from the garden and the fields.

Care of potted and garden plants.

Vocal Music.—*Junior Grade.*—(*For Schools using Tonic-Solfa and Staff Notations*).—The tones, Doh, Me, Soh, Te, and Ray, in all keys.

Simple measures with whole pulse tones and continuations, and half-pulse tones.

Kindergarten songs and simple rote songs.

(*For Schools using Staff Notation only*).—The tones Doh, Me, Soh, in all keys.

Whole notes, half notes, and quarter notes, in simple times, with quarter-note beats.

The Treble Clef.

Simple rote songs.

Senior Grade.—(*For Schools using Tonic-Solfa and Staff Notations.*)—The course of the Junior Grade continued.

The complete major scale.

Half-pulse continuations.

(*For Schools using Staff Notation only*).—The course of the Junior Grade continued.

The complete Major Scale in all keys.

Eighth notes, in simple times, with quarter-note beats.

Rote songs.

GROUP III

Manual Training.—Free modelling in clay or plasticine as a means of expression in connection with home and school life. Representation of objects—e.g. oranges, apples, nuts, etc.

Papercutting: free cutting and mounting, folding simple geometric figures, such as square, rectangle, triangle and the use of these as elements in the formation of patterns.

Weaving: formation of patterns and designs on paper looms.

Raffia work, making simple objects such as bags, mats, napkin rings, picture frames, etc.

Household Science.—Simple talks on the necessary tools, materials and terms used in sewing.

Instruction in the uses of the needle and the thimble.

Simple stitch-forms with wool on canvas.

Practical application of each stitch-form in the making of such articles as mats, jewel cases, hair receivers, needlebooks, etc.

FORM II

GROUP I

Reading.—Intelligent and intelligible reading from the Second Book.

Supplementary reading.

Dramatization.

Distinct enunciation, correct pronunciation, and naturalness of expression.

Exercises in breathing, articulation, and vocalization.

Literature.—Selections from the Second Book.

Supplementary reading.

Silent reading.

Story-telling and the reciting and the reading, by the teacher, of suitable selections in prose and poetry.

The learning and reciting of choice selections in both poetry and prose

Composition.—Oral and written reproduction of stories told or read.

Transcription.

The study of capitals, abbreviations, and punctuation begun.

Narration of personal experiences and observations.

Original written work begun.

Simple letter writing.

Sentence forms: statements, questions, commands, and exclamations.

Writing.—Practice at the desk and at the black-board to develop the correct forms of small letters, capitals, and figures.

Movement exercises to acquire ease and control of movement.

Spacing and joining.

Copy books or graded exercises.

Spelling.—Dictation from the Second Book and other sources, the use of the Speller being optional.

Transcription.

Word-building.

Simple homonyms.

Such contractions and abbreviations as are required in class work.

Proper names as required in class work.

History.—Pioneer life in Canada with local references.

Bible stories and stories of famous persons.

Special anniversary days, including Victoria Day, Dominion Day, Empire Day, and Labour Day.

Geography.—Observation of land and water forms continued. The representation of the forms of land and water by modelling and drawing.

Observations of the common phenomena of the weather, and the changes and characteristic features of each season.

Outline study, on a globe and on the map of the world, of the earth as a whole, its continents and oceans, and the relative position of each.

Local geography; map drawing; local marketing, local industries, raw material, products, and distribution.

Places of geographical and historical interest in the neighbourhood.

The people of the locality and their nationalities.

Child life in other lands.

Arithmetic.—Notation and numeration to nine figures.

Addition and subtraction; multiplication and division.

Objective development of pint, quart, gallon, peck, bushel, ounce, pound. Relation of minute, hour, week, month, year.

Easy problems, oral and written, involving not more than two steps in their solution and related to the lives of the pupils.

Roman notation to 1,000.

Manners and Morals.—The course as set forth in Regulations 17 (1) and 22 (6).

GROUP II

Hygiene.—Simple lessons on the care of the hair, teeth, skin, nails, eyes, ears and nose.

Simple lessons on eating, drinking, breathing, sleeping, neatness and personal cleanliness.

The general effects of tea and coffee upon children.

Physical Culture.—The physical exercises contained in tables 13 to 24 inclusive, in *The Syllabus of Physical Exercises for Schools*, authorized by the Department.

Wand exercises.

Organized play and games.

INSTRUCTION.—Group 7 in each table should be taken in the school grounds, in the Kindergarten room, or in the gymnasium.

Art.—Freearm drawing with charcoal, brush and ink, water colours, coloured crayons, and pencils with large, soft leads, in illustrative drawings, and in the representation of natural forms, and of other common objects and of simple landscapes.

Drawing of animals and children.

Tints and shades of colour.

Simple design, applied, where possible, to constructed objects.

Lettering.

Picture Study.

Nature Study.—Birds and conspicuous insects.

Animals of the farm, field, and wood.

Animals of the park and zoological garden.

Trees of the farm, the roadside, and the wood; shrubbery and orchard trees.

Experiments in the germination of seeds.

Weeds and wild flowers.

Care of potted and garden plants.

Vocal Music. — (*For Schools using Tonic-Solfa and Staff Notations*).—The tones of the Major Scale in all keys.

Quarter-pulse divisions, the silent pulse and silent half-pulse.

Unison songs.

(*For Schools using Staff Notations only*).—The tones of the Major Scale in all keys.

Dotted notes.

Whole pulse rests.

Time signatures.

Simple, duple, triple, and quadruple times, with half-note and eighth-note beats.

Simple unison songs, learnt by note.

GROUP III

Manual Training. — Paper folding; illustration of stories and days; cutting units and making designs; making simple objects, such as boxes, book marks, simple furniture, etc.

Cardboard modelling: objects previously made by paper folding to be drawn on and cut from cardboard; boxes, trays, baskets, cupboards, candle shades, picture mounts, etc.

Clay modelling with a wider range of objects and more attention to detail; illustration of land and water forms.

Geometric construction of the square, rectangle, and circle.

Household Science.—Instruction in the use of tools, including tape measure and scissors, continued.

More advanced stitch-forms.

Study of cloth; cloth edges; folds and hems; plain seams.

Practical application of the principles in the making of such articles as needle-books, pen-wipers, dolls' blankets, dolls' aprons, iron holders, etc.

FORM III

GROUP I

Reading.—Intelligent and intelligible reading from the Third Book.

Supplementary reading.

Silent reading.

Distinct enunciation, correct pronunciation and naturalness of expression.

Exercises in breathing, articulation and vocalization.

The use of the Dictionary.

Literature.—Selections from the Third Book.

Supplementary reading.

Silent reading.

The learning and reciting of choice selections in both poetry and prose.

Composition.—Original narratives and descriptions.

Simple business and friendly letters.

The planning of compositions begun.

The study of the paragraph begun.

Writing.—Copy books and graded exercises.

Accuracy in letter forms, and freedom and control of movement.

Spacing and joining.

Simple accounts, bills, receipts and cheques.

Spelling.—Dictation from the Third Book, the Speller, and other sources.

Word-building.

Simple homonyms.

Contractions and abbreviations in common use.

Attention to plurals and possessives.

Technical terms and proper names as required in school work.

The use of the dictionary.

History.—Stories of famous people, and important events in British and Canadian history, as set forth in the History Reader.

Special anniversary days.

Great events of current world history.

Elementary lessons in local municipal government and the duties of citizenship.

Geography : Junior Grade.—The earth as a whole: its form, rotation, axis, poles, equator; its hot, temperate, and cold regions.

The position, on a map of the world, of the continents with their chief countries and islands, and of the oceans with their chief seas, gulfs and bays.

The physical, political, and commercial geography of North America.

The Dominion of Canada as a whole and its provinces.

Ontario in particular with its local commerce: the leading articles of exchange, the chief collecting and distributing centres, the means of transportation, and the commercial routes.

The study of selected portions of the Geography Reader.

Supplementary reading.

Senior Grade.—Elementary notions of the sun, moon, stars, and earth in space.

An outline of physical, political and commercial geography of the Dominion of Canada and of each of its provinces, with the most important local commerce of each, the articles of exchange, the chief collecting and distributing centres; means of transportation and the commercial routes.

The Mother Country in general.

The British Empire and its chief component parts.

The further study of the Geography Reader.

Supplementary reading.

Arithmetic : *Junior Grade.*—The simple rules completed.

Simple bills and accounts.

Vulgar fractions in common use.

Tables of money, time, length, capacity, weight, area, and volume.

Simple exercises in reduction.

Problems, oral and written, applying the principles taught, and related to the lives of the pupils.

Senior Grade.—Reduction, and the compound rules.

Factors, simple measures, and multiples.

Addition, subtraction, multiplication, and division of easy vulgar fractions and mixed numbers.

Simple percentages—their relations to fractions.

Personal and cash accounts.

Perimeters and areas of rectangular figures; volumes of rectangular solids.

Oral and written problems.

Manners and Morals. —The course as set forth in Regulations 17 (1) and 22 (6).

GROUP II

Hygiene.—Lessons on the care of the hair, teeth, skin, nails, the eyes, ears, and nose.

Health talks on sunlight, fresh air, cleanliness, food, exercise, sleep, disease germs.

The prevention and cure of tuberculosis.

The bad effects of alcoholic liquors and tobacco on children.

First aid in cases of drowning, bleeding, and fainting.

The Hygiene Readers and other supplementary reading pertaining to Hygiene.

Physical Culture. — The physical exercises contained in tables 25 to 48 inclusive, in *The Syllabus of Physical Exercises for Schools*, authorized by the Department.

Exercises with dumb-bells, wands, Indian clubs (for girls): mat exercises.

Organized play and games.

INSTRUCTION.—Group 7 in each table should be taken in the school grounds, in the Kindergarten room or in the gymnasium.

Art: Junior Grade.—Drawing with charcoal, pencils, brush and ink, water colours (or coloured crayons), of plants, trees, landscapes, and common objects involving the foreshortening of the circle.

Illustration.

Drawing from the figure and from animals.

Complementary colours, graying of colours, three balanced tones of gray.

Simple design applied wherever practicable in connection with constructive work.

Lettering.

Picture Study.

Senior Grade.—Drawing with charcoal, pencils, brush and ink, water colours (or coloured crayons), of plants, trees, landscapes, animals, birds, or insects, and common objects involving the foreshortening of the circle and the study of handles.

Grouping of two objects.

Illustration.

Drawing from the figure and from animals.

Scales of five balanced values (neutral or colour).

Simple design, applied wherever practicable in connection with constructive work.

Lettering.

Picture Study.

Nature Study.—Birds and insects, especially in their relation to agriculture. The farm and wild animals of the locality continued.

Garden work and studies in experimental plots in relation to the home and farm work.

The study of common plants, trees, and fruits continued.

The study of weeds and their eradication.

Observation of natural phenomena; simple experiments to show the nature of solids, liquids, and gases.

Soil studies and experiments.

Vocal Music: (*For Schools using Tonic-Solfa and Staff Notations*).—The sharpened 4th, (Fe), and flattened 7th, (Ta), with simple modulations of one remove.

Pulse divisions of half-and-quarters, quarters-and-half, three-quarters-and-quarter, thirds.

Songs in two parts, from the Tonic-Solfa Notation.

Transition from Tonic-Solfa to the Staff Notation.

(*For Schools using Staff Notations only*).—The tones of the Major Scale in all keys.

Key signatures of from one to four sharps or flats.

Half pulse continuations, with dotted notes or ties.

Compound duple time.

Simple songs in two parts.

GROUP III

Manual Training. — Paper cutting, cardboard modelling. Clay modelling.
Work in thin wood.
Geometrical and mechanical drawing.

Household Science.—*Junior Grade.*—Bills of household supplies.
Sources of common household materials.
Industries which prepare household materials.
Study of kitchen and equipment.
Hand-sewing.

Senior Grade.—Cleaning.
Cookery.
Serving.
Hand-sewing.

Agriculture and Horticulture.—*The Farm.*—Maps of home farms, with cropping plans.

Breeds of farm animals.
Germination tests of farm seeds.
Simple classification of soils.
Seasonal studies of farm employments.

The Garden.—Growing bulbs for winter and spring bloom.
Organizing Girls' Canning Club.
Growing common vegetables and flowers.
Experiments and demonstrations with vegetables where there is a school garden.

The Orchard.—Surveys of fruit-growing in locality.
Study of fruit-tree twigs.
How to plant trees and set out an orchard.
How to prune old trees and renovate orchards.

The School.—Beautifying the school grounds and the roadside in front.

FORM IV

GROUP I

Reading.—Intelligent and intelligible reading from the Fourth Book.
Supplementary reading.
Silent reading.
Distinct enunciation, pronunciation, and naturalness of expression.
Exercises in breathing, articulation, and vocalization.
The use of the Dictionary.

Literature.—Selections from the Fourth Book.

Supplementary reading.

Silent reading.

The learning and reciting of choice selections in both poetry and prose.

Grammar.—*Junior Grade.*—The sentence.

The sentence according to its form.

Subject and predicate.

Importance of function; different grammatical values of the same word.

The noun, the pronoun, the verb, the adjective, the adverb.

The object of the verb; the completion of the predicate.

The sentence according to its composition.

The phrase; the clause.

The preposition; the conjunction.

The interjection.

Practical applications to the pupils' oral and written expression.

Elementary analysis.

Senior Grade.

The sentence according to its form and composition.

Classification of words, phrases, and clauses.

The elementary principles of syntax.

Analysis of easy sentences; easy parsing.

Practical applications to the pupils' oral and written expression.

Composition.—Oral and written narratives and descriptions, and letter writing.

The study of the paragraph.

The study of good models.

An elementary knowledge of the principles of effective expression.

Common synonyms and antonyms.

Writing.—Regular exercises in writing, including business forms, to secure legibility, beauty, lightness of touch, and speed.

Spelling.—Dictation from the Fourth Book, the Speller, and other sources.

Word-building and simple derivation.

Homonyms.

Inflected forms.

Technical terms employed in the various subjects of study, and proper names as required.

The use of the Dictionary.

History.—*Junior Grade.*—A concise sketch of Canadian History to 1840 with more attention to the periods thereafter up to the present time.

Great events in current history.

The elements of the civil government of Ontario.

The duties of citizenship.

Senior Grade.—A concise sketch of British History to 1685, with more attention to the periods thereafter up to the present time.

Great events of current history.

The elements of the civil government of Canada.

The duties of citizenship.

Geography.—*Junior Grade.*—The earth as a planet: its form, size, motions, and seasons.

Latitude and longitude.

The important physical features of the earth: continent structure and outline—the great mountain chains, highlands and slopes; the great river basins and river systems; the coast lines.

A brief study of Europe, and North and South America with reference to their principal physical and political divisions; their natural resources, industries and products; their leading routes of travel and commerce; their great centres of population.

Senior Grade.—Winds: elementary ideas of the nature and the influence of the prevailing winds, land and sea breezes, trade winds, polar winds, and monsoons.

Causes of ocean currents; the direction and the influence of the Gulf Stream, the Japan Current, and the Polar Currents; causes and movements of tides.

Eclipses of the sun and moon.

The principal influences which determine or modify the climate of a place and which affect the products.

The light and heat zones and the distribution of plants and animals.

The study of North and South America continued, with a brief study of Europe, Asia, Africa, Australia and New Zealand, with reference to the principal physical and political divisions, the climates, the natural resources, industries, and products, the routes of travel and commerce, and the chief centres of population. A more detailed study of Canada; the United States.

A more detailed study of the component parts of the British Empire, especially in their relation to Canada.

Arithmetic.—*Junior Grade.*—Measures and multiples, completed.

Vulgar fractions completed.

Notation, numeration, addition, subtraction, and multiplication of terminating decimals.

Simple percentage: Relation to fractions; simple applications of percentage.

Simple cash accounts, showing revenue and expenditure.

Perimeters and areas of rectangular figures; volumes of rectangular solids.

Practical problems, oral and written, such as find direct application in ordinary life.

Senior Grade.—Terminating decimal fractions completed.

Percentage and its application to arithmetic: commission, trade discount, loss and gain, insurance, taxes, simple interest and bank discount.

Simple problems dealing with the perimeters and areas of rectangular figures and right-angled triangles: and the surfaces and volumes of rectangular solids.

Simple cash accounts, showing revenue and expenditure, and bank accounts, showing deposits and withdrawals.

Simple business forms—bills, accounts, receipts, cheques and promissory notes.

Practical problems, oral and written, such as find direct application in ordinary life.

Manners and Morals.—The course as set forth in Regulations 17 (1) and 22 (6).

GROUP II

Hygiene.—Fresh air and the ventilation of dwelling-houses.

Disease germs.

Pure and impure water.

The skin, the nose, the throat, the ears, the teeth.

Foods and digestion.

The blood and its circulation.

The bones and muscles.

The nervous system.

Clothing.

The effects of stimulants and narcotics.

First aid: drowning, bleeding, fainting, asphyxiation, etc.

Physical Culture.—The physical exercises contained in tables 49 to 72 inclusive, in *The Syllabus of Physical Exercises for Schools*, authorized by the Department.

Athletic exercises: exercises with dumb bells and wands; Indian clubs; balance exercises.

Organized play and games.

INSTRUCTION.—Group 7 in each table should be taken in the school grounds, in the Kindergarten room, or in the gymnasium. The exercises in italics in series C should not be taken in mixed classes.

Nature Study.—Injurious and beneficial insects and birds.

Aquatic animals.

Ornamental and experimental garden plots.

Tree studies.

The functions of plant organs.

Study of economic plants.

Relation of soils and soil tillage to farm crops.

Air and liquid pressure; capillarity and osmosis.

Oxygen and carbon dioxide.

Practical applications of heat, steam, and electricity in industries.

Vocal Music.— (*For Schools using Tonic-Solfa and Staff Notations*).—Staff Notation.

The sharpened 4th (Fe), and flattened 7th, (Ta).

The Minor Mode.

Sixteenth notes, triplets, and rests.

The Bass Clef.

Songs and exercises in two parts, from the Treble Clef.

Songs and exercises in three parts, with the lower part in the Bass Clef, adapted to the needs of boys whose voices are changing.

(*For Schools using the Staff Notation only*).—The sharpened 4th, (Fe), and flattened 7th, (Ta).

The Minor mode.

Sixteenth notes, triplets, and rests.

The Bass Clef.

Songs and exercises in two parts, from the Treble Clef.

Songs and exercises in three parts, with the lower part in the Bass Clef, adapted to the needs of boys whose voices have changed.

Art.—*Junior Grade.*—Drawing with pencil, charcoal, brush and ink, and water colours or coloured crayons, of plants, trees, landscapes, objects, and animals.

Illustration.

Drawing from the figure.

Freehand drawing of simple rectangular objects.

Grouping of objects.

Scales of intensity, complementary harmonies.

Simple design.

Lettering.

Picture Study.

Senior Grade.—Drawing with pencil, charcoal, brush and ink, and water colours or coloured crayons, of plants, trees, landscapes, objects and animals, or birds, or insects.

Illustration.

Drawing from the figure.

Interesting rectangular objects (freehand perspective).

Grouping of objects.

Making of colour charts and scales of hue, value, and intensity; analogous harmonies.

Simple design.

Lettering.

Picture study.

GROUP III

Book-keeping.—*Senior Grade.*—Single entry day book, cash book, and ledger: such accounts as are used by housekeepers, farmers, and mechanics.

Bills, invoices, promissory notes, cheques, deposit slips.

Manual Training. Clay modelling. Cardboard modelling.

Woodwork.

Mechanical drawing.

INSTRUCTION.—The most important articles made by each pupil should be kept for the Inspector's examination.

Household Science.—*Junior Grade.*—Cleaning.

The kitchen fire; cookery.

Laundry work.

Hand-sewing.

Senior Grade.—Household sanitation.

Cookery.

Foods; preservation of food.

Laundry work.

Home-nursing.

Hand-sewing.

Home Nursing.—The sick-room: location, size, ventilation, care.
Care of the patient's bed, bath, and diet.
Making of mustard and other simple poultices.

Hand-Sewing.—Advanced work, with review and application of earlier work.
French, felled, and flannel seams; sewing on lace; plackets; darning; mending.
Practical applications of principles in the making of such articles as a dress, flannel petticoat, and set of underwear for large doll; stockinet darn; hemmed patch.

NOTE.—The most important articles made by each pupil in the course in Sewing should be kept for the Inspector's examination.

Agriculture and Horticulture.—*The Farm.*—Weed seed impurities.
Structure of common grains and heads of wheat, oats, barley.
Milk testing and herd improvement.
Drainage principles and plans.
Farm buildings and machinery.
Rotation of crops.
Growing improved oats, barley, or alfalfa.
Improving poultry.
Organization of Boys' Progress Clubs.

The Garden.—Structure of the flowers of the pea, bean, and pumpkin.
Window boxes and flower beds at school.
Making a hot-bed.
Intensive gardening in the home or school garden or both.
Experiments and demonstrations with grains and roots in the school garden.

The Orchard.—Grafting.
Fruit blossoms and formation of fruit.
Care of an orchard; insects injurious to fruit trees and their treatment.
Methods of packing and shipping fruit.

The School.—Beautifying school grounds and roadside in front.

FORM V

SYLLABUS OF THE COURSES

Purpose

24.—(1) The purpose of the courses of Form V, considered as a whole, is the same as that of Forms I-IV: namely, to enable the teacher to train his pupils to become efficient members of society, but with a more direct relation to the future needs of the individual.

(2) The courses of study for Form V represent, as do those for Forms I-IV, the typical experiences of the race that are most worthy of transmission in the preparation of the pupil to become an efficient member of society, having regard in Form V to the requirements of the Secondary stage.

The special object of the course in each subject is as follows:

(a) The courses in Manual Training, Household Science, Agriculture and Horticulture, and the Commercial subjects, besides having a cultural value, are more directly related than in Forms I-IV to the pupil's future occupation or to his preparation for the courses of the High, Continuation, Commercial, and Industrial and Technical Schools.

(b) The courses in Latin, French, and German prepare for more advanced work in the High or Continuation Schools, or when duly taken up for two years they provide, if necessary, a working knowledge of both the spoken and the written language.

(c) Algebra is Arithmetic generalized and the special object is the same. The course in Geometry enables the pupil to attain skill in accurate measurement and in drawing, and through them in inductive and deductive reasoning.

(d) The purpose of each of the other subjects which are continued from Form IV and the necessity for their due correlation are the same in Form V, having regard to the modification of the general purpose.

Classification and Limitations

25.—(1)—The courses in the subjects of the syllabus of Form V as set forth in Regulation 26 below, are classified in three groups, and shall be taken up as follows:

Group I.

Reading, Literature, Composition, Grammar, History, Geography, Arithmetic, and Manners and Morals.

The above courses are *obligatory* and shall be taken up without the omission of any of the topics or sub-topics prescribed.

Group II.

Physical Culture, Art, Elementary Science, Algebra (Junior Grade), Algebra and Geometry (Senior Grade).

Of the above courses, Physical Culture and at least one of the other Courses are *obligatory*, and shall be taken up as follows:

(a) Physical Culture shall be taken up as prescribed or subject to modification by the Principal, with the approval of the Inspector.

(b) The other Course or Courses shall be selected by the Board on the recommendation of the Inspector, and shall be taken up without modification.

Group III.

The Commercial subjects, Manual Training, Household Science, Agriculture and Horticulture, Latin, French, and German.

The above courses are *optional* and shall be taken up as follows:

(a) (i) From the list, the Board may, on the recommendation of the Inspector, select such course or courses as in its judgment are desirable and practicable in the condition of the school.

(ii) Of the courses so selected one or more may be taken by the pupil on the recommendation of the Principal and the authorization of the parent or guardian, of which a record shall be kept by the Principal.

(b) The courses selected may be taken up as prescribed or, subject to modification by the Inspector concerned, such topics and sub-topics thereof may be omitted as the Principal may deem necessary in the condition of the school.

(c) Courses prescribed for the Middle and Upper schools of the High or Continuation Schools or Collegiate Institutes shall not be taken up in a Fifth Form under a Public or a Separate School Board, either during school hours or outside of school hours.

(d) (i) Latin, French, and German may be taken up only in schools with two or more teachers.

(ii) The teachers of Latin shall hold at least a First or a Second Class certificate and shall have passed, in the language, the middle or upper school Departmental examination, or a University examination, approved by the Minister.

(iii) The teachers of French and German shall hold either at least a First or a Second Class certificate and shall have passed a Departmental or a University examination in the language they undertake to teach; or a special certificate granted by the Minister of Education on submission of proof of academic and professional qualifications enabling them to teach the language in a Public or Separate School.

(2) In the case of pupils preparing for Junior or the Senior Diploma or the Senior High School Entrance examination, and of schools desiring one or more of the special Departmental grants available, the courses concerned shall be taken up in accordance with the conditions prescribed in the Regulations for said diplomas and examinations and grants.

(3) When there are more Public School Inspectors than one in a High School District, the duties assigned above to the Public School Inspector shall be performed by the local Chief or Senior Inspector, as the case may be, after due consultation with his colleagues or colleague.

COURSES IN THE SUBJECTS

26. The following are the courses in the subjects of the Syllabus of Form V. In some cases, the topics and sub-topics are given below; in some, they are contained, with suggestive details and methodology, in *The Ontario Teachers' Manual: TOPICS AND SUB-TOPICS OF THE COURSES FOR FORM V*; and in others, in the authorized text-books. As far as conditions permit, the range of the courses should be extended by supplementary reading. For pupils who have not been properly prepared in Writing and Spelling, special classes shall be provided.

GROUPS I and II

Junior and Senior Grades

Reading.—Intelligent and intelligible natural reading: the principles to be learned incidentally.

Exercises in breathing, articulation, and vocalization.

English Composition.—Oral and written composition.

Elements of Narration, Description, Exposition, and Argumentation.

Letter writing.

Oral and written reproductions or abstracts.

Class debates.

The systematic and careful application of the principles of good English to the correction of the mistakes made by the pupils in speaking and writing.

English Literature.—Intelligent comprehension of prescribed authors.

Supplementary reading, both prose and poetry.

Systematic oral reading in class.

Memorization and recitation of choice selections in prose and poetry prescribed by the Minister and selected by the teacher.

Physical Culture.—A systematic and well developed course of exercises in Drill, Calisthenics, and Gymnastics, both free and with apparatus.

School games and sports.

INSTRUCTION.—Where a cadet corps is maintained the courses therefor should be given in accordance with the Regulations of the Department of Militia and Defence, Ottawa.

Manners and Morals.—Throughout the courses, incidental instruction in moral principles and practices and in good manners, from current events and from the lessons in Literature, History, etc.; and by the teacher's own example as well as by precept.

GROUP I

Junior Grade

English Grammar.—A thorough review of the course prescribed for Form IV, with emphasis on the practical applications.

Geography.—*Commercial and Map.*—The following countries with reference to their principal resources, industries, and productions; the commercial relations and routes of travel and commerce; the centres of population; the condition of the people; and their forms of government:

(1) The United States, Mexico, Central America, the Lowland and Andean States of South America, the Baltic States, the Mediterranean States, the Danubian and Balkan States, the Russian Empire, China and Japan, Africa and Oceania.

(2) The United Kingdom; Canada and Ontario, and the other most important parts of the British Empire.

Outline map drawing in connection with the study of the above countries.

The countries in (1) to be studied in outline; those in (2), in greater detail.

History.—A brief outline of Canadian History to 1840 and a more extended outline to the present time.

Supplementary reading and interesting biographical sketches of persons famous in British, Canadian, Greek, and Roman history.

Great events of current history.

The elements of the civil government of Canada and Ontario.

The duties of citizenship.

Arithmetic.—Measures and multiples; vulgar and decimal fractions; compound quantities, including the metric system; square root.

The simpler and more practical parts of commercial arithmetic; applications of percentage, including commission, taxes, insurance, interest, bank discount, stocks, and exchange; the use of the ordinary business forms.

The rectangle, triangle, circle, parallelepiped, prism and cylinder.
Oral arithmetic.

Senior Grade

Grammar.—The intensive and more reflective study of the principles of etymology and syntax, including the logical structure of the sentence and the inflection, formation, and classification of words.

An outline of the history of the development of the language.

Geography.—The course of the Junior Grade reviewed.

The study of physical geography, as follows:

Changes of the earth's surface: rocks; rivers, valleys, and lakes; weathering, soils, and underground waters; wind work; glaciers and their work; plains, mountains, and plateaus; volcanoes and earthquakes.

The atmosphere; wind, storms, and climate.

The earth's magnetism.

The ocean; the meeting of land and sea.

Life on the earth; geological history of Canada.

The earth and the sun; the solar system; other heavenly bodies.

Arithmetic.—The course of the Junior Grade reviewed, with the more difficult parts of both the theory and the practice of the same course.

The pyramid, cone, and sphere.

Oral arithmetic.

History.—The course of the Junior Grade reviewed.

A very brief outline of British History to the Tudor period, a brief outline to 1685, and a more detailed outline from 1685 to the present time.

Supplementary reading and biographical sketches of persons famous in Canadian, British, Greek, and Roman history.

Great events of current world history.

More detailed study of the duties of citizenship.

GROUP II

Junior Grade

Art.—Mediums: Lead pencil, and brush with ink and water colours.

Drawing simple type solids in outline and in light and shade, singly and in groups of two or three.

Freehand perspective as applied to object drawing.

Study of colour: the standard colours, intermediate hues, neutralization of colour, scales of tones.

Drawing and painting from the object or from memory: (a) natural forms, such as grasses, fruits, flowers, leaves, sprays, trees, birds, insects, etc.; (b) manufactured objects of simple form, such as boxes, cans, bottles, lanterns, tents, tools, books, furniture, crockery, etc.; (c) figure drawing: poses to illustrate ordinary scenes, such as skipping, fishing, playing ball, etc.; (d) illustrations (in outline or in silhouette) of school compositions, literature, history or other

school work; (e) simple landscape, representing phases of the day and the season, with few details.

Composition and space filling, including ornamental design and the principles of design.

Lettering (freehand and mechanical).

Original designs for such objects as calendars, festival cards, book covers, menus, sofa cushions, etc., in neutral tones and in colour, based upon (a) geometric forms, (b) conventionalized natural forms.

Picture study.

Visits to art galleries.

Elementary Science.—An elementary practical course in Botany, Zoology, and Physics.

Algebra.—Simple rules; easy simple equations of one unknown quantity; easy factoring; easy problems.

Senior Grade

Art.—Mediums: Lead pencil; and brush with ink and water colours, crayons, coloured chalks, and charcoal (optional).

Drawing pottery in light and shade, singly and in groups, with background and cast shadows.

The principles of perspective and their application to drawing of objects and interiors.

Colour and its harmonies and tone relations.

Drawing and painting from the object or from memory: (a) common objects, (b) specimens from nature, (c) figures posed in small groups to illustrate ordinary scenes, (d) landscape subjects.

The principles of composition as applied to pictures and ornamental design.

Composition and space filling including design and the principles of design.

Original designs in neutral tones and in colour, for such objects as wall paper, friezes, curtain borders, floor coverings, portfolio covers, initial letters, etc.; designs for stencils.

Drawing from casts (optional).

Picture study.

Visits to art galleries.

Elementary Science.—The course of the Junior Grade in Botany, Zoology, and Physics reviewed and extended, with Chemistry in addition.

Algebra.—The course of the Junior Grade reviewed and extended.

Highest common factor.

Lowest common multiple.

Fractions.

Simple exercises in involution and square root.

Geometry.—Definitions; fundamental geometric conceptions and principles.

The use of simple instruments, compasses, protractor, graded rule, set-square: measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures.

Some leading propositions in Euclidean plane geometry, reached by induction as the result of the accurate construction of figures; deduction also employed as principles are reached and assured.

The course in Theoretical Geometry begun.

GROUP III

Junior and Senior Grades

Latin.—The Ontario High School Latin Book, including the introductory work in authors.

French and German.—The Ontario High School French and German Grammars and Readers, including the introductory work in authors.

Junior Grade

Commercial Subjects.—*Book-keeping.*—The course of Form IV reviewed and extended, as follows: Single Entry: day book, cash book, bill book, and ledger, and the necessary simple business papers.

Writing.—The formation of a graceful business hand.

Shorthand.—The principles of Shorthand as set forth in the Isaac Pitman Course in Shorthand; Reading simple stories in shorthand; writing to dictation at a speed of at least 40 words per minute; transcription.

Typewriting.—The Touch method; mechanism and care of the machine; type-writing letters on letter, memo., and note paper and post cards; addressing post cards, envelopes, and wrappers; acquisition of a speed of at least 10 words per minute in transcription from notes, and of at least 15 from print; folding and inserting, mailing and registering; postal information.

INSTRUCTIONS.—1. Pupils intending to take a two years' course or to qualify for the Senior Diploma may substitute for the above course in Book-keeping that prescribed in the same subject for the Senior Grade, continuing it through both Grades.

2. Pupils who add to the other course or courses selected from Group III the course in Shorthand or in Typewriting or both courses may defer beginning the added course or courses until the second year.

Manual Training.—Review of the Course in Form IV as far as the condition of the pupil's knowledge may necessitate.

Drawing and woodwork.

INSTRUCTION.—The most important articles made by each pupil should be kept for the Inspector's examination.

Household Science.—Cleaning; cookery; foods; the house; home-nursing; laundry work; sewing.

INSTRUCTION.—The most important articles made by each pupil in the course in Sewing should be kept for the Inspector's examination.

Agriculture and Horticulture.—An elementary practical course in—

Botany, physics, gardening, fruit-growing, bee-keeping, poultry, arithmetic, dairying, horticulture, soil studies, entomology.

Senior Grade

Commercial Subjects.—*Book-keeping.*—Double and Single Entry, including the use of journal, cash book, sales book, bill book, ledger, financial statements, closing books, and the necessary business papers.

Shorthand.—The course of the Junior Grade continued.

Reading of one or more books in shorthand for the purpose of acquiring a good style: writing to dictation at a speed of at least 60 words per minute.

Typewriting.—Writing letters from shorthand and from dictation; copying processes—carbon copy, letter book, and letter press; tabular work—accounts, invoices, trial balances, financial statements, statistics, business forms, specifications, advertisements, etc.; copying from rough drafts with corrections; acquisition of a speed of at least 20 words per minute in transcription from notes, and of at least 30 from print.

Manual Training.—Drawing.
Wood-work or Wood-turning.

INSTRUCTION.—The most important articles made by each pupil should be kept for the Inspector's examination.

Household Science.—Cookery; foods; marketing; entertaining; household accounts; sewing.

INSTRUCTION.—The most important articles made by each pupil in the course in Sewing should be kept for the Inspector's examination.

Agriculture and Horticulture.—An elementary practical course in—
Botany, physics, chemistry, gardening, fruit-growing, farm crops, bee-keeping, dairying, horticulture, insects, bacteriology, farm animals, rural economics.

GRADUATION DIPLOMAS

27.—(1) Junior and Senior Graduation Diplomas may be awarded to pupils whose conduct has been satisfactory to the Principal and who have passed the examinations as prescribed in Part II, pp. 109-111.

(2) (a) The subjects for the Junior Diploma shall be those of the Junior Grade of Form V as follows:

Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, Canadian History, and Arithmetic, with at least one of Art, Elementary Science, and Algebra, and at least one of Book-keeping and Writing, Manual Training, Household Science, Agriculture and Horticulture, and Shorthand and Typewriting.

(b) The courses for the Senior Diploma shall be those of the Senior Grade of Form V as follows:

Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, British and Canadian History, and Arithmetic, with at least one of Art, Elementary Science, and Algebra and Geometry, and at least one of Book-keeping and Writing, Manual Training, Household Science, Agriculture and Horticulture, and Shorthand and Typewriting.

(3) The Diploma shall show the subjects taken at the examination.

(4) The Diploma shall be signed by the Chairman of the Board, the Inspector, and the Principal.

NOTE.—The Diploma forms may be obtained on application to the Deputy Minister.

INSPECTION

I. ACADEMIC INSPECTION

NOTE.—The following prescription of the duties and powers of Inspectors is partly statutory.

Number and Length of Visits

DAY SCHOOLS

1.—(1) (a) (i) The following schedule sets forth the minimum number and length of visits of inspection of Day Schools to be paid each half-year by each Inspector.

| | | |
|----------------|---|---|
| $\frac{1}{2}$ | day's visit for each school with one teacher. | |
| 1 | " " " " | two or three teachers. |
| $1\frac{1}{2}$ | days' " " " | four or five teachers. |
| 2 | " " " " | six teachers. |
| $2\frac{1}{2}$ | " " " " | seven or eight teachers. |
| 3 | " " " " | nine teachers. |
| $3\frac{1}{2}$ | " " " " | ten or eleven teachers. |
| $\frac{1}{3}$ | day's " " " | teacher on staffs of more than eleven teachers. |

(ii) Except for cogent reasons, a half day shall mean not less than two hours and a half.

(iii) Where the condition of the school renders it necessary, the length of the visit should be increased.

(b) In the case of a joint inspectorate, the Board of Trustees of a City or of a Town separated from a County may arrange with the County Council, subject to the Minister's approval, for a larger apportionment of the time of the Inspector to its Public Schools than that provided for above; but such arrangement shall not interfere with the due requirements of the rural schools under his charge.

(c) In the case of City Inspectorates the Board may, subject to the approval of the Minister, increase the above minimum of visits and prescribe for the Inspector additional duties in connection with the inspection of its schools.

(d) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.

(e) The Inspector shall visit a school taught by an inexperienced teacher as soon as practicable after the teacher begins his duties. The Inspector should visit as often as the circumstances may demand and his other official duties will permit, such teachers and others who need additional supervision from any other cause.

(2) (a) The minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 220 half days each year.

(b) In an inspectorate consisting of part of a district and all or part of a county, the minimum shall be determined in each case by the Minister.

(3) If under the provisions in (1) above, the minimum total of time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable, and, in his report to the Minister, he shall report separately the number of such visits.

NIGHT SCHOOLS

(4) The minimum number and length of visits of inspection of Night Schools to be paid each term by each Inspector shall be the time of one night session for one or two teachers and half the time of one night session for each additional teacher.

Reports, General Instructions

2.—(1) Not later than December 31st, in the case of County, District, and Joint Inspectorates; and not later than June 30th in the case of City, Separate School, and English-French Public and Separate School Inspectorates, the Inspector shall submit to the Minister a report of the cases in which during the school or calendar year just ended he gave less than the minimum number and length of inspectorial visits prescribed in 1 above, with a statement of the reasons for such decrease.

In the case of Inspectors, other than those appointed by the Minister, the Inspector shall also submit at the same time a similar report to each Council or Board of which he is the appointee.

(2) (a) The Inspector shall make a general annual report as to the performance of his duties and the condition of the schools in his inspectorate to the Minister and to the corporate body or bodies, if any, by which he was appointed.

(b) In this report he shall include a summary in such detail as he may deem expedient, of the reports of the Boards prescribed in Regulation (8) below, with such recommendations as his experience may suggest.

(c) In his report to the Minister he shall also include a summary showing the courses prescribed for Forms I-V inclusive which have been omitted or modified under the regulations, with a statement of such omissions or modifications and the reasons therefor.

(d) He shall also furnish the Minister with such other reports as may be required and any information respecting any school in his inspectorate whenever so requested.

INSTRUCTION.—The responsibility for the due efficiency of the courses in the subjects referred to in (c) above devolves largely upon the Inspector and he shall approve of no unnecessary omissions or modifications.

(3) His report of each half yearly visit of Inspection shall be made under the following heads:

I. Accommodations: 1. Water Closets; 2. Water Supply; 3. School Grounds; 4. School Buildings; 5. Class Rooms; 6. Halls; 7. Cap Rooms; 8. Teacher's Room; 9. Desks; 10. Blackboards; 11. Lighting; 12. Heating; 13. Ventilation.

II. Equipment: as prescribed in Regulation 3. pp. 20 and 21.

III. *Miscellaneous*: 1. Condition of Registers and Catalogues. 2. Unauthorized Text-Books. 3. Caretaker's work. 4. Provision for each of Groups I and II of the High School Entrance examination. 5. Home work: Amount assigned by the teacher.

IV. *Qualifications and Salaries.*

V. *Organization, Teaching, Discipline.*

VI. *Attendance by Grades or Forms.*

VII. *Pupils' Work*: 1. Proficiency; 2. Progress; 3. Deportment.

VIII. *Attendance of teachers at Teachers' Institute.*

IX. *General Remarks.*

(4) (a) In his inspection the Inspector shall bear in mind the provisions of the curriculum and the special needs of the school; he shall assist the teacher in selecting and planning his work; and, by judicious criticism and advice and, especially, by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

(b) He shall also make such recommendations under the different heads of his report as he may deem proper and as are not inconsistent with the Regulations.

(5) He shall report promptly to the Minister any violation of the provisions of the Schools Acts or the Regulations in the case of any school of which he is Inspector whenever it may come under his notice.

(6) A copy of his report of his inspectoral visit to each school shall be sent to the Secretary of the Board as soon as practicable, but not later than one month after such visit.

(7) At such time and in such manner as he may deem expedient, the Inspector shall notify of his inspectional visit the Chairman of the Board, and such others of the Trustees as he may deem necessary, requesting their presence at a time to be fixed by him.

(8) Subject to instructions from the Minister, he shall report each month to the parents or guardians of those children in the rural schools of his inspectorate between the ages of eight and fourteen who have not attended school or who have attended school irregularly; and he shall report to the Board at the close of each half-year, or oftener as he may deem advisable, such cases of non-attendance or irregular attendance as require its action under the provisions of *The Truancy Act*, as amended in 1914. (See Sections quoted in Part III.)

(9) (a) Subject to instructions from the Minister, he shall make a half-yearly inspection of the teaching of Agriculture and Horticulture in the schools of his inspectorate, either at his ordinary or at special visits as he may find more convenient; and he shall make a special report thereof to the Minister and to the School Board on a form to be supplied by the Department.

(b) Subject to instructions from the Minister, he shall also further to the best of his ability the interests of Agricultural Education in his inspectorate by conferences with the ratepayers, the school boards and the municipal councils. On or before June 30th in each year he shall make a detailed report of such conferences to the Minister with such recommendations for the advancement of Agricultural Education as he may deem advisable.

(10) He shall keep copies of all his school reports and official correspondence for submission, when required, to the Minister or to the Chief Inspector of Public and Separate Schools.

(11) He shall receive the annual statistical reports from the Boards, returning them when necessary for correction. He shall transmit to the Deputy Minister when completed, the urban reports with his township reports and his statistical summary.

POWERS AND DUTIES

3.—(1) The Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.

(2) He shall make enquiry and examination in such manner as he may deem proper into the qualifications and efficiency of the staff, the adequacy and the suitability of the accommodations and equipment of the school, and all matters affecting the progress, the health, and the comfort of the pupils.

(3) The Public School Inspector may suspend the certificate of any teacher in his inspectorate for inefficiency, misconduct, or a violation of the Act or of the Regulations or for wilful neglect or refusal to carry out his agreement with a board, and he shall notify in writing the Minister, the board concerned and the teacher, of such suspension and of the reasons therefor. The teacher may appeal to the Minister, who may make such order or orders with regard to the suspension as he may deem proper.

(4) In the cases provided for in Regulation (3) above, the Separate School Inspector shall notify the Minister promptly of the facts.

(5) (a) Where a Public School Inspector requires the testimony of a witness as to any fact alleged in any complaint or appeal made to him or to the Minister he may administer an oath to the witness.

(b) For his duties as arbitrator in the choice of a school site and the alteration of the boundaries of a school section, his action in connection with the formation, etc., of school sections in unorganized townships and unsurveyed districts, his investigation of complaints regarding annual school meetings and the performance of such other duties as are required by the Public Schools Act, the Inspector is referred to the sections thereof which deal with said duties.

4.—(1) The Inspector shall withhold his order for the amount apportioned from the Legislative or municipal grant, and shall notify the Township Treasurer of his intention:

(a) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Officer of Health or the Local or Provincial Board of Health on account of the prevalence of any communicable disease:

(b) Where the Board fails to transmit promptly the annual or other school returns properly filled up;

(c) Where the Board fails to comply with the Schools Acts or with the Regulations; or—

(d) Where the teacher uses or permits to be used any book not authorized or recommended by the Regulations;

and, in every case, he shall report to the Board and to the Minister his reasons for so doing.

(2) The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library, apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.

(3) (a) Each Inspector shall be entitled to such holidays as may be arranged for by him—

(i) with the Minister in the case of his appointees,

(ii) with the warden or the chairman in the case of appointees by a County Council or a School Board, and—

(iii) with the warden and the chairman in case of appointees of both a County Council and a School Board.

(b) When an arrangement is made under (ii) or (iii) above, the Inspector shall notify the Minister, and the terms of the arrangement shall be subject to approval or modification by him.

(c) The Inspector may not absent himself from his inspectorate at any other time for more than one week at a time without the consent of the Minister, and of the Warden of the County, or of the Chairman of the Board that appointed him, or of both, as the case may be.

5.—(1) Subject to the Regulations it shall be the duty of every School Inspector:

(a) To report to the Medical Officer of Health of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition.

(b) In the case of a Public School Inspector, to attend and take part in the work of the Teachers' Institute or Institutes of his inspectorate; in the case of a Separate School Inspector to attend and take part in the work of as many as practicable of the Institutes in his inspectorate.

(c) As provided under Regulation 13 (8) below, to submit at the close of each school year or at such other times as he may be called upon, a report to the School Board or the Committee, as to the results of the work of the School Nurses with such recommendations as he may deem advisable.

(d) On retiring from office to deliver to his successor his official correspondence and all school papers in his custody on the order either of the Minister or of the Council of the county in which his inspectorate lies, or of the Board by which he was appointed.

(e) To reside at some place satisfactory to the Minister and to the body or bodies whose appointee he may be; but, in every case, his place of residence, or his office, as the case may be, shall be reasonably accessible to the school trustees and the ratepayers of his inspectorate.

(f) To discharge such other duties as may be required by the Minister or the Regulations.

(2) Every Inspector shall be directly responsible to the Minister for the due performance of his duties and, subject to the Regulations, shall obey the directions of the body that appointed him.

LOCAL CHIEF OR SENIOR INSPECTOR

6. Where, under *The Board of Education Act*, or *The Public Schools Act*, a Chief or a Senior Inspector has been duly appointed, he shall perform such duties affecting all the Public Schools of the City or County as the appointing body or bodies may direct with the Minister's approval.

II. SCHOOL MEDICAL INSPECTION

ORGANIZATION OF BOARDS AND COMMITTEES

7.—(1) Where provision has been made for free medical treatment of the pupils whose parents or guardians are unable to pay therefor, one School Board, or a number of School Boards acting either by themselves or in conjunction with other local organizations approved for this purpose by the Minister, may by resolution adopt a system of school medical inspection.

(2) Where a number of School Boards acting either by themselves, or in conjunction with other local organizations approved for this purpose by the Minister, so decide, the inspection shall be under the charge of a Committee thereof, to be known as a School Medical Inspection Committee and to consist of as many members of each School Board and the other local organizations concerned as they may mutually determine.

QUALIFICATIONS OF STAFFS

8.—(1) The School Board or the Committee shall appoint for the purpose of medical inspection one or more legally qualified medical practitioners of, when practicable, not less than two years' experience in the practice of their profession.

(2) When the School Board or the Committee is unable to secure the special School Medical Officer provided for above, it may substitute therefor—

(a) With the approval of the Minister and the Provincial Secretary, the Medical Officer of Health for the district who, subject to the Regulations prescribed by the Department of Education, shall perform the duties of School Medical Officer in addition to those of Medical Officer of Health; or—

(b) One or more nurses who shall be graduates at a reputable training school for nurses with not less than two years' experience in nursing.

(3) The officer appointed under (1) and (2) (a) above shall be known as a School Medical Officer.

9.—(1) When the School Board or the Committee appoints more than one School Medical Officer or, in lieu thereof more than one School Nurse, one of the former may be designated by it as Chief Medical Officer and one of the latter as School Nurse Supervisor, and, subject to the Regulations, may be given such oversight of the duties of the others as the School Board or the Committee may determine.

(2) In addition to the School Medical Officer or Officers, the School Board or the Committee may appoint one or more nurses who shall be graduates of reputable training schools for nurses and shall be known as School Nurses. Subject to the Regulations these nurses shall be under the direction of the School Medical Officer or Chief School Medical Officer, as the case may be.

EXPENSES

10.—(1) Where the School Medical Inspection is provided by a School Board, the cost thereof shall be included in that of the maintenance of the school and shall be provided for in the same manner.

(2) When the School Medical Inspection is provided by a Committee, the cost of maintenance to be borne by each of the Boards and other local organizations represented thereon, shall be settled by mutual agreement amongst the said Boards and organizations and in the case of the School Boards it shall be included in the cost of the maintenance of the School and be provided for in the same manner.

INSPECTION

11.—(1) The School Board or the Committee shall determine how often the members of the staffs appointed under Regulations 8 and 9 above shall visit the schools; but without the sanction of the Minister, the number of such visits shall not fall below the following minimum:

- (a) Rural School Sections—once a quarter.
- (b) Villages—once a month.
- (c) Towns—once a fortnight.
- (d) Cities—once a week.

(2) The hours of work of the members of the said staffs shall be determined by the Board or the Committee as the case may be, but shall be during the regular school hours, except, in the case of the nurses, when home-visiting may make regular hours impossible; but the School Board or Committee may arrange for additional home-visiting on Saturdays.

(3) Subject to the approval of the Principal, the inspection shall be made in the classroom, and, for special examination, in a suitable room or other part of the building where no other pupils are present.

(4) On the report of the Principal that the parent or guardian has neglected to comply with the terms of the notice provided for in Regulations 12 (4) (c) and 13 (3) the Board shall take such action as it may deem expedient.

(5) Subject to the Regulations and the approval of the Minister, the School Board or the Committee may pass by-laws defining the duties of said staffs and making provision for the carrying on of the work of medical inspection.

DUTIES OF SCHOOL MEDICAL OFFICER STAFFS

12.—(1) In such of his duties as affect the general organization and management of the schools, the School Medical Officer or the Chief School Medical Officer, as the case may be, shall be subject to the authority of the School Inspector, or the local Chief or Senior School Inspector, as the case may be, or of the Principal of the school when, owing to other duties, the School Inspector is not accessible.

(2) The School Medical Officer shall make a complete physical examination of every pupil as soon as practicable after his admission to the school.

(3) A complete physical examination shall consist of an examination of the head, eyes, ears, nose, throat, teeth, and cervical glands, of the heart, lungs, spine, and joints, and of the skin of the face, neck, and hands. The examination of the eyes and ears shall include testing for sight and hearing. The heart and lungs

shall be examined over the clothing except in special cases and then only by permission or in the presence of the parent or guardian. The presence or absence of vaccination scars shall also be recorded.

(4) (a) The special examination provided for in 11 (3) above shall deal with any new cases which may be referred to the School Medical Officer by the School Inspector, the Principal, or the School Nurse, and with any other cases which a previous examination has shown to need attention, or which may otherwise come to the notice of the School Medical Officer.

(b) The School Medical Officer shall make a classroom examination of every pupil at least once every half year as to the condition of the mouth, throat, teeth, eyes, and ears, and the skin of the face, neck, and hands.

(c) On completing the inspection provided for in 12 (2), and (4) (a) and (b) above, the School Medical Officer shall, when he deems necessary, notify the parent or guardian, on a form to be sent through the Principal, of the physical condition of his child or ward, and it shall be the duty of such parent or guardian to have the case duly attended to.

(d) A record of all the physical examinations of the pupils shall be made by the School Medical Officer, and shall be kept by the Principal in the school building.

(5) In the event of the School Medical Officer reporting to the Board or the Committee that the physical condition of a teacher or a janitor of a school is such as to endanger the health of the pupils at the school, the Board or the Committee may order a physical examination of such teacher or janitor and may exclude him from the school until he presents to the School Inspector a certificate in writing from the School Medical Officer, that his physical condition would no longer be dangerous to the pupils.

(6) (a) Subject to the instructions of the School Medical Officer or the Principal, a School Nurse shall visit the pupils' homes and shall confer with their parents or guardians at such hours and places as may be arranged by her through the Principal.

(b) The School Nurse shall keep a written record of such visits and conferences and shall report promptly and fully in regard to them to the Principal and the School Medical Officer within one week after each visit or conference.

(7) In cases of emergency, a School Medical Officer or a School Nurse may render first aid, and may bandage wounds and apply antiseptic dressings to cuts, wounds, and bruises, but shall not give nor prescribe medicines or other treatment.

(8) (a) The School Medical Officer from time to time shall confer on the sanitary condition of the school accommodations with the School Inspector, who, under the Regulations, is directly responsible therefor to the Minister and whose duty it is to report thereon to the Board, and when necessary to the Medical Officer of Health.

(b) He shall also give the School Inspector such assistance as he may require in organizing the special classes and preparing the syllabuses authorized for sub-normal pupils under the Public and Separate School Regulations.

(9) The School Medical Officer or the Chief School Medical Officer, as the case may be, shall, in a written report to the Board or the Committee at least once a month, bring under its notice any matters pertaining to his duties that require its attention.

(10) At the close of each school year or at such other times as he may be called upon, the School Medical Officer shall make a report to the School Board or the Committee on the general health of the school children, and any conditions of home environment that come under his notice that injuriously affect the health of the pupils. In such report, he shall make recommendations when, in his judgment, action should be taken by the Board or Committee.

DUTIES OF SCHOOL NURSE STAFFS

13. Subject to instructions from the School Inspector or the local Chief or Senior School Inspector, as the case may be, or to the Principal of the School when, owing to other inspectional duties, the School Inspector is not accessible, the following shall be the duties of the School Nurse or Nurses appointed in lieu of a School Medical Officer:

(1) (a) The School Nurse or Nurses shall make an examination of each child as soon as practicable after admission to the school, and as often as is prescribed under 11 (1) above, and shall report in writing to the Principal, who shall keep the records in the school building.

(b) The examination shall consist of an inspection of the scalp; skin of the face, neck and hands; the mouth, throat, and teeth; the joints and spine; and simple tests for sight and hearing. The pulse and temperature shall be observed if necessary, and the presence or absence of vaccination scars recorded.

(2) The special examination provided for in 11 (3) above shall deal with any new cases which may be referred to the School Nurse by the Inspector or Principal, and any other cases which a previous examination has shown to need attention, or which may otherwise come to her notice.

(3) On completing the inspection provided for in (1) (a) and (b), and (2) above, the School Nurse shall, when she deems it necessary, notify the parent or guardian, through the Principal, of the physical condition of his child or ward, and it shall be the duty of such parent or guardian to have the case duly attended to.

(4) A record of all the physical examinations of the pupils shall be made by the School Nurse and kept by the Principal in the school building.

(5) In cases of emergency, the School Nurse may render first aid, may bandage wounds and apply antiseptic dressings to cuts, burns, and bruises, but shall not give nor prescribe medicines or other treatment.

(6) (a) The School Nurses shall visit the pupils' homes and shall confer with their parents or guardians at such hours and places as may be arranged by her and approved by the Principal.

(b) The School Nurses shall keep a written record of such visits and conferences and shall report promptly and fully in regard to them to the Principal and the Inspector within one week after each visit or conference.

(7) The School Nurses shall give the School Inspector such assistance as he may require in organizing the special classes and preparing the syllabuses authorized for sub-normal pupils in the Public and Separate School Regulations.

(8) The School Nurses shall assist the School Inspector in preparing the reports required from him under 5 (1) (c) above as to the results of their work.

III. SCHOOL DENTAL INSPECTION

ORGANIZATION OF BOARDS AND COMMITTEES

14.—(1) Where provision has been made for the free treatment of the teeth of pupils whose parents or guardians are unable to pay therefor, ~~one~~ School Board or a number of School Boards acting either by themselves or in conjunction with other local associations approved for this purpose by the Minister, may by resolution adopt a system of school dental inspection.

(2) Where a number of School Boards acting either by themselves, or in conjunction with other local organizations approved for this purpose by the Minister, so decide, the inspection shall be under the charge of a Committee thereof, to be known as a School Dental Inspection Committee and to consist of as many members of each School Board and the other local organizations concerned, as they may mutually determine.

Qualifications of Staffs

15.—(1) The dental inspection shall be carried on by the Board or the Committee, under the Regulations herein prescribed, by one or more officers appointed by such Board or Committee, who shall be known as School Dental Officers and who shall be duly qualified dental surgeons of, when practicable, not less than two years' experience in the practice of their profession.

(2) When more School Dental Officers than one are appointed, one may be designated, by the Board or the Committee, Chief School Dental Officer, and, subject to the Regulations, he may be given such oversight of the duties of the others as it may determine.

(3) In lieu of the organization provided for in 14 and 15 (1) and (2) above, the School Board or the Committee provided for in Regulation 7 may appoint a School Dental Officer or Officers who shall be subject to the general oversight of the School Medical Officer as limited by the Regulations below.

Expenses

16.—(1) When the school dental inspection is conducted by a School Board, the cost thereof shall be included in that of the maintenance of the schools and shall be provided for in the same manner.

(2) When the school dental inspection is conducted by a Committee, the cost of maintenance to be borne by each of the Boards and other local organizations represented thereon shall be settled by mutual agreement among the said Boards and organizations, and in the case of the School Boards it shall be included in the cost of the maintenance of the School and be provided for in the same manner.

Inspection

17.—(1) Subject to the approval of the Principal, the inspection shall be made in the classroom or, for special examination, in a suitable room or other part of the building where no other pupils are present.

(2) The Board or the Committee may install in a room suitable for the purpose in one or more of its school buildings a dental chair for the examination of the pupils' teeth.

(3) On the report of the Principal that the parent or guardian has neglected to comply with the terms of the notice provided for in 18 (4) below, the Board shall take such action as it may deem expedient.

(4) Subject to the Regulations and the approval of the Minister, the School Board or the Committee may pass by-laws defining the duties of the School Dental Officer Staffs and making provision for the carrying on of the work of dental inspection.

DUTIES OF SCHOOL DENTAL OFFICER STAFFS

18.—(1) In such of his duties as affect the general organization and management of the schools, the School Dental Officer shall be subject to the authority of the School Inspector or the local Chief or Senior School Inspector, as the case may be, or of the Principal of the school when, owing to other inspectional duties, the School Inspector is not accessible.

(2) Subject to the approval of the Principal, the inspection shall be made in the classroom and for special examination, in a suitable room or other part of the building where no other pupils are present.

(3) (a) Once every half year and at such other times as the School Board or the Committee may direct, the School Dental Officer shall make an examination of the teeth of all the pupils attending the school or schools.

(b) The first half year's visit shall be made at as early a date as is practicable.

(4) When a member of the school dental officer staff reports that the teeth of a pupil require dental attention, notice of the facts shall be sent to the parent or guardian through the Principal, and it shall be the duty of such parent or guardian to have the case duly attended to.

(5) At the close of the second school half year the School Dental Officer shall make a written report on the general condition of the teeth of the pupils to the School Board or the Committee, as the case may be. In such report he shall make recommendations when in his judgment action should be taken by the Board or Committee.

IV. DUTIES OF PRINCIPAL

19.—(1) It shall be the duty of the Principal of a School visited by a School Medical Officer or School Nurse or School Dental Officer to require every pupil to submit to such examination as such officer is empowered to make under the regulations.

(2) (a) (i) The Principal shall exclude from school any pupil who has been reported to him by the School Medical Officer or School Nurse as having symptoms of smallpox, scarlet fever, diphtheria, measles, chicken-pox, mumps, whooping-cough, or other communicable disease.

(ii) In other cases, the Principal shall act on his own judgment and shall immediately notify of such action the Medical Officer of Health, and the School Medical Officer when there is one in charge.

(iii) The pupil so excluded shall not return to school until he presents to the Principal a certificate in writing signed by the Medical Officer of Health or other qualified medical practitioner approved by the former that all danger from exposure to contact with such pupil has passed.

(b) (i) When a pupil is discovered with pediculosis or with such a skin disease as itch or ring-worm, the Principal, on the report of the School Medical Officer or the School Nurse that the child cannot attend school without danger to the other pupils, shall immediately send the pupil home.

(ii) The pupil so excluded shall not be re-admitted until, in the judgment of the School Nurse, subject to confirmation by the School Medical Officer, he may be re-admitted without danger to the other pupils.

(3) The Principal shall confer with the School Medical Officer or School Nurse in regard to the physical exercises that are to be taken by the pupils whose condition, in the judgment of the Principal or said officer, demands such conference, and, on the report of the School Medical Officer or School Nurse after conference with the family physician, the Principal shall modify or prohibit for such pupils the course in Physical Culture taken up in the Forms to which they belong.

(4) Subject to instructions from the School Board or the Committee, as the case may be, the Principal shall arrange for conferences between the teachers and members of the Inspectional staff to discuss school hygiene and special cases of pupils who require medical or surgical attention.

SPECIAL DEPARTMENTAL GRANTS,

I. FIFTH FORMS

COUNTIES AND DISTRICTS

Establishment

1. A Board which maintains a Fifth Form in accordance with the following regulations shall be entitled to its share in the special Legislative Grant to Fifth Forms in addition to its share in the General and the other Special Legislative Grants to Public and Separate Schools:

(1) The Fifth Form shall not be situated in a High or a Continuation School District.

(2) The subjects for the Course of study shall be those prescribed for the Junior or the Senior Diploma or for Senior High School Entrance. (See Regulation 25 (1) (c), page 56.

(3) (a) There shall be at least an average daily attendance of two pupils who have been admitted in accordance with the provisions for admission to the High Schools.

(b) Pupils who are competent to take up the work may also be admitted to a Fifth Form on the report of the Principal, approved by the Inspector; but the attendance of such pupils shall not be counted in making up the prescribed average.

Staffs

2.—(1) The teacher shall hold at least a permanent Provincial Second Class certificate.

(2) A teacher who was qualified for a Fifth Form under the Regulations of 1907 shall remain qualified under the same Board for the Fifth Form in which he was then teaching.

(3) Before appointing a teacher, Boards should consult the Inspector in order that all the necessary subjects of study may be adequately provided for.

Equipment

3.—(1) Special equipment shall have been provided of the following minimum values:

Library, \$80; Scientific apparatus, \$80; Maps and Charts, \$20; Art Models and supplies, \$20.

NOTE.—The scientific apparatus is obligatory only where the course in Elementary Science is taken up.

(2) The equipment for a Fifth Form shall be for the special needs of such Form and shall be approved from time to time by the Inspector.

(3) (a) Of the foregoing equipment, the minimum value of the Maps and Charts and the Art Models and supplies and at least 25 per cent. of the minimum value of the Library and Scientific Apparatus shall be provided before the Fifth Form may share in the Legislative Grant. Each year after the first year, at least 25 per cent. additional of the minimum value of the Library and Scientific Apparatus shall be provided until the minimum value is reached.

(b) When, however, the pupils are preparing for examinations prescribed by the Department in Art, Elementary Science, Manual Training, Household Science, or Agriculture and Horticulture, such equipment as is needed for the courses therein shall be provided after due notice by the Inspector concerned; unless such provision has been made satisfactory to the Inspector, candidates from the school will not be admitted to any of the Departmental examinations concerned.

(4) From year to year, Boards shall expend on equipment such further sums as may be required by the Minister, on the report of the Inspector.

INSTRUCTIONS: 1.—At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safe-keeping of all the equipment, the Board should hold the principal responsible; and, on a change of principal, it should investigate the condition of the equipment.

2.—The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for the Fifth Form. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the Inspector as often as may be rendered necessary by the condition of said items.

3.—As the Legislative Grant is paid only upon items of equipment approved by the Inspector, Boards of Trustees should submit for his approval a list of proposed purchases.

COUNTIES

County and Legislative Grants

4.—(1) The yearly Legislative Grant for each Fifth Form in the Organized Counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.

(2) Except with the consent of the Minister on the report of the Inspector, all sums received by a Board in any year from the Legislature and the County as a Fifth Form grant shall be expended on the salaries and equipment of said Form alone before the close of the calendar year next following.

(3) A financial statement shall be submitted through the Inspector concerned, by each Board to the Minister of Education, in a form to be provided by the Department, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require.

(4) As a condition of the payment of the Legislative Grant, the Inspector concerned shall certify, in a form to be provided by the Department, that, to the best of his knowledge and belief, the provisions of the Regulations have been fully complied with.

Apportionment of Legislative Grant

5. For the purpose of apportioning the Legislative Grant, Fifth Forms shall be divided into three grades, as follows:

(1) Grade A, which shall include Fifth Forms in schools where there is a staff of at least two teachers, the Principal giving instruction to not more than the pupils of Forms Four and Five; and—

(2) Grade B, which shall include Fifth Forms in schools where there is a staff of at least two teachers, the Principal giving instruction to not more than the pupils of Forms Three, Four and Five; and—

(3) Grade C, which shall include the other Fifth Forms which have complied with the minimum requirements set forth in Regulations 1, 2, and 3 above.

6. The Legislative Grants to Fifth Forms shall be apportioned in accordance with the following scheme:

Fixed Grants.

(1) For Grades A and B the fixed grant shall be \$20; and for Grade C, \$10.

On the Special Equipment.

(2) For each grade the grant on the Special equipment shall be 10 per cent. on the approved value, the maximum value recognized being as follows:

Library, \$200; Scientific Apparatus, \$200; Maps, Charts, and Tellurian, \$50; Art Models and supplies, \$50.

NOTE.—In the case of a Fifth Form which has been in successful operation under the present regulations, but which, owing to unavoidable causes, the Board has been unable to maintain in any one year, the percentage on the value of the equipment may be paid for that year by the Minister, on the recommendation of the Inspector concerned.

On Salaries.

(3) (a) In the case of Grade A, the Legislative Grant on Salaries shall be apportioned on the following bases:

For Rural Schools.

Ten per cent. of the excess of the Principal's salary over \$300 in addition to the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, \$30.

For Urban Schools.

Thirty per cent. of the excess of the Principal's salary over \$400. Maximum Grant, \$60.

For both Urban and Rural Schools.

Twenty-five per cent. of the excess of the Principal's salary over \$600. Maximum Grant, \$60.

(b) In the case of Grades B and C, the Legislative Grant on Salaries shall be apportioned on the following bases:

For Rural Schools.

Five per cent. of the excess of the Principal's salary over \$300 in addition to the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, \$15.

For Urban Schools.

Twenty-five per cent. of the excess of the Principal's salary over \$400. Maximum Grant, \$50.

For both Urban and Rural Schools.

Twenty-five per cent. of the excess of the Principal's salary over \$600. Maximum Grant, \$30.

On the Teachers' Certificates.

(4) (a) In addition to the Legislative Grant to rural and urban Public and Separate Schools on the grade of the Principal's certificate and the length of his successful experience, \$25 shall be paid if he holds a permanent Provincial First Class certificate, or if he holds in addition to a Permanent Provincial Second Class certificate a degree in Arts from a British University, approved by the Minister.

(b) When the Principal has taught during the preceding year with the certificate specified in (a) above for less than the year but for at least a term, half of the above grant shall be paid in each case.

(c) The status and the competency of the teacher shall in each case be attested by the Inspector.

DISTRICTS

Legislative Grants

7. The yearly apportionment of the Legislative Grant for each Fifth Form in the Districts on the basis set forth above shall be twice the total of the sums apportioned on the same basis for a Fifth Form in the Counties.

COUNTIES AND DISTRICTS

II. ART

8. On the report of an Inspector designated for the purpose by the Minister, that the supervision, accommodations, equipment, organization, teaching, and the pupil's work are satisfactory, the Legislative Grant for Art will be apportioned and paid by him as follows:—

(1) (a) An annual grant of \$60 to the Supervisor of Art in the schools of an urban municipality who holds an Art Supervisor's certificate obtained on a

Departmental examination therefor, and whose whole time is given to the work of the schools in Art, as prescribed in the Syllabus of Courses, with an additional \$60 if he holds also the Diploma of A.O.C.A. from the Ontario College of Art; and—

(b) An annual grant of \$40 to the teacher of Art in the schools of a town or a village who holds a certificate in Elementary Art obtained on a Departmental Examination therefor, and who has general charge of the Art work in the schools, as prescribed in the Syllabus of Courses.

(2) A Board whose Supervisor or teacher of Art has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, at least an amount equal to this special grant in the purchase of works of art approved by the Inspector and selected from the lists contained in *Educational Pamphlet No. 5: LISTS OF REPRODUCTIONS OF WORKS OF ART*. Towards the cost of this purchase duly certified by the Inspector, the Minister will make a special grant to the Board of \$30 in the case of (1) (a) above and of \$20 in the case of (1) (b) above.

III. MUSIC

9. On the report of an Inspector designated for the purpose by the Minister that the supervision, accommodations, equipment, organization, teaching, and the pupils' proficiency are satisfactory, the Legislative Grant for Music will be apportioned and paid by him as follows:—

(1) (a) An annual grant of \$60 to the Supervisor of Music in the schools of an urban municipality who holds a Music Supervisor's certificate obtained on a Departmental examination therefor and whose whole time is given to the work of the schools in Music as prescribed in the Syllabus of Courses; and—

(b) An annual grant of \$40 to the teacher of Music in the schools of a town or a village, who holds a certificate in Elementary Music obtained on a Departmental Examination therefor, and who has general charge of the teaching of Vocal Music in the schools, as prescribed in the Syllabus of Courses.

(2) A Board whose Supervisor or teacher of Music has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, at least an amount equal to this special grant for the purchase of equipment for the teaching of Music approved by the Inspector and selected from the list of equipment given on p. 105 herein. Towards the cost of this purchase, duly certified by the Inspector, the Minister will make a special grant of \$30 in the case of (1) (a) above, and of \$20 in the case of (1) (b) above.

IV. MANUAL TRAINING AND HOUSEHOLD SCIENCE

General

DAY CLASSES

10.—(1) The Legislative Grants for Manual Training and Household Science to each Board that complies with the Regulations will be apportioned and paid by the Minister, as follows:—

(a) An Annual General Grant for Manual Training of \$200, and for Household Science of \$120.

(b) Ten per cent. of the annual expenditure for teachers' salaries over \$600, to a maximum of \$200.

(c) (i) For Manual Training, for the first year, 40 per cent. of the value of the equipment to a maximum of \$400; and, for each of the three years following, 20 per cent. to a maximum of \$200.

(ii) For Household Science, for the first year, 40 per cent. of the value of the equipment to a maximum of \$400; and, for each of the three years following, 20 per cent. to a maximum of \$200.

(d) An Annual Grant on the character of the special accommodations for the work of Forms III and IV according to the following scheme of grades:

Manual Training.

| | I | II | III | IV |
|--|---------|--------|--------|--------|
| Wood-working and Wood-turning Shop | \$10 00 | \$7 50 | \$5 00 | \$2 50 |
| Stock Room | 5 00 | 3 75 | 2 50 | 1 25 |
| Teachers' Room | 3 00 | 2 75 | 1 50 | 75 |
| Blackboards | 2 00 | 1 50 | 1 00 | 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 50 |
| Heating | 2 00 | 1 50 | 1 00 | 50 |
| Ventilation | 2 00 | 1 50 | 1 00 | 50 |
| Cloak Rooms and Lavatories | 4 00 | 3 00 | 2 00 | 1 00 |

Household Science

| | | | | |
|---------------------------------------|---------|--------|--------|--------|
| Kitchen | \$10 00 | \$7 50 | \$5 00 | \$2 50 |
| Pantry, Cupboard, and Storeroom | 5 00 | 3 75 | 2 50 | 1 25 |
| Dining Room | 10 00 | 7 50 | 5 00 | 2 50 |
| Sewing Room | 10 00 | 7 50 | 5 00 | 2 50 |
| Teachers' Room | 3 00 | 2 75 | 1 50 | 75 |
| Blackboards | 2 00 | 1 50 | 1 00 | 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 50 |
| Heating | 2 00 | 1 50 | 1 00 | 50 |
| Ventilation | 2 00 | 1 50 | 1 00 | 50 |
| Cloak Rooms and Lavatories | 4 00 | 3 00 | 2 00 | 1 00 |

(2) (a) In the apportionment of the grant for Manual Training, the maximum recognized value of the equipment for the different departments shall be as follows:—

Wood-working, \$500.

Wood-turning, \$400.

Library, \$100.

(b) In the apportionment of the grant for Household Science, the maximum recognized value of the equipment for the different departments shall be as follows:—

Cookery, Sanitation, and Hygiene, \$500.

Hand and Machine Sewing, \$250.

Laundry Work, \$150.

Library, \$100.

(3) (a) No grant will be made for Manual Training unless at least provision has been made in Forms III and IV for wood-working and the associated drawing, or for Household Science unless at least provision has been made in the same Forms for sewing, cookery, sanitation, and hygiene.

(b) The grants provided for above are awarded on condition that the elementary work prescribed in the curriculum for Forms I and II is satisfactorily done. If time has to be spent in the manual training room on work that should have been done in the lower grades the grants will be reduced.

(c) When the provision for the above courses is less than the time of one teacher for five hours and a half for each of five days a week, the General Grant under (1) (a) above will be correspondingly decreased; when it is greater, it will be correspondingly increased.

(d) No grant will be paid on the equipment of a Manual Training or Household Science centre in which there has been no class for more than one year.

(e) When an equipment for Manual Training or Household Science on which the Legislative Grant has been paid to its full value remains unused for two years the Minister may direct the transfer of said equipment to one of the other centres in the Province.

NIGHT CLASSES

11. The Minister will pay to Boards the following proportions of the total salaries of the staff of the Household Science and of the Manual Training Night Classes:—

In cities with population of 150,000 and over, one-sixth; in other cities, one-third; in towns, one-half; and in villages, two-thirds.

Rural and Village Schools

12.—(1) The Board of a village or a rural school which is unable to comply fully with the provisions of the General Regulations above but which maintains classes in Household Science, employing a teacher with a certificate obtained on a Departmental examination in this subject, and providing a course of study and accommodations and equipment approved by the Minister before the classes are established, will be paid by the Minister out of the Federal and Legislative Grants an initial grant of \$75 and a subsequent annual grant of \$30, said grants to be expended on the accommodations, equipment, and supplies for Household Science. In no year, however, will the Departmental grant exceed the total expenditure of the Board for these classes.

(2) On the report of the Inspector of Household Science that the organization and the teaching of the classes in Household Science maintained as prescribed above, are satisfactory, an annual grant, in addition to the regular salary paid by the School Board, will be paid by the Minister out of the Federal and Legislative Grants, as follows, to the teacher: \$60 to the holder of an Ordinary certificate in Household Science, and \$40 to the holder of a certificate in Elementary Household Science.

13.—(1) The Board of a rural or village school which is unable to comply with the provisions of the General Regulations above, but which maintains classes in Manual Training as applied to work on the farm, employing a teacher with a certificate obtained on a Departmental examination in this subject, and providing a course of study and accommodations and equipment approved by the Minister before the classes are established, will be paid by the Minister out of the Federal and Legislative Grants, an initial grant of \$75 and a subsequent annual grant of \$30, said grant to be expended on the accommodations, equipment, and supplies for Manual Training. In no year, however, will the Departmental grant exceed the total expenditure of the Board for these classes.

(2) On the report of the Inspector of Manual Training that the organization and the teaching of the classes in Manual Training maintained as provided above, are satisfactory, an annual grant, in addition to the regular salary paid by the Board will be paid by the Minister out of the Federal and Legislative Grants, as follows, to the teacher: \$60 to the holder of an Intermediate certificate in Manual Training and \$40 to the holder of a certificate in Elementary Manual Training.

V. AGRICULTURE AND HORTICULTURE

Forms III, IV, and V

14.—(1) (a) A Board that maintains throughout the year a course of instruction in the Nature Study of Forms I-IV and the Elementary Agriculture and Horticulture of Forms III and IV, satisfactory to the Minister on the report of the Public or Separate School Inspector and of the Inspector of Elementary Agricultural Classes, will be paid by him out of the Federal and Legislative Grants, the grant specified in the Schedule on p. 84; but in no case will the grant exceed the total amount expended by the Board during the calendar year for the maintenance of the course.

(b) In their present condition, few of the schools can take up the courses in Agriculture and Horticulture as prescribed in the Syllabus for Form V. Accordingly, in schools which have a Fifth Form but are unable to maintain these courses, the pupils of such form shall continue with the pupils of Form IV the courses prescribed therefor, with such topics from the course for Form V as the Principal may select, with the Inspector's approval.

(2) The teacher who holds a certificate in Agriculture obtained on a Departmental examination, or, after 1915, a Second Class certificate, and who carries out the work prescribed in (1) above satisfactorily to the Minister on the report of the Public or Separate School Inspector and of the Inspector of Elementary Agricultural classes will be paid by him out of the Federal and Legislative grants, the grant as specified in the Schedule on p. 84, in addition to the salary paid by the School Board.

(3) When the work is commenced under a teacher uncertificated in Agriculture, and is afterwards carried on by a teacher with a certificate in Agriculture obtained on a Departmental examination, the grant payable to the Board for that year will be that for which it might have qualified at the time the notification of its intention to qualify was sent in.

(4) For the purposes of apportioning grants for the courses in Agriculture and Horticulture, the year will be the calendar year (January to December), and not the school year.

(5) When an equipment on which the legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the Province.

(6) The grants payable to School Boards and teachers with the requirements for earning the same are as shown in the Schedule on p. 84.

NOTE.—For further information in regard to the courses in Elementary Agriculture and Horticulture see Circular No. 13. Since this Circular was published, in 1913, a number of changes have been made which are embodied in the present Regulations.

SCHEDULE OF GRANTS

Forms III, IV, and V

| Requirements. | Where, after 1915, the teacher holds a second class certificate but is not certificated in Agriculture. | | | | Where the teacher holds an Elementary certificate in Agriculture and Horticulture, or receives a certificate during the year. | | | |
|--|---|---------------|-----------------------------|---------------|---|---------------|-----------------------------|---------------|
| | To the Board | To Teacher | | | To Trustees | To Teacher | | |
| | | For full year | For winter and spring terms | For fall term | | For full year | For winter and spring terms | For fall term |
| A. FIRST PLAN. | | | | | | | | |
| <i>Instruction.</i> | | | | | | | | |
| Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled. | Up to but not exceeding \$10.00 | \$15.00 | \$7.50 | \$5.25 | Not exceeding \$20.00 | \$30.00 | \$20.00 | \$12.00 |
| <i>Home Gardens.</i> | | | | | | | | |
| Home gardens or projects by pupils of Forms III, IV, and V supervised by the teacher. | | | | | | | | |
| <i>School Grounds.</i> | | | | | | | | |
| Well kept grass and flower plots, borders, screens, etc., at school for beautifying grounds and for instructional purposes. | | | | | | | | |
| B. SECOND PLAN | | | | | | | | |
| <i>Instruction.</i> | | | | | | | | |
| Instruction throughout the whole year to be completed satisfactorily, with requirements regarding pupils' records, teacher's reports, trustees' statement, etc., fulfilled. | Up to but not exceeding \$15.00 | \$20.00 | \$10.00 | \$8.00 | Not exceeding \$30.00 | \$40.00 | \$20.00 | \$16.00 |
| <i>School Gardens.</i> | | | | | | | | |
| (1) A pupils' school farm or school garden at or near the school, having at least six square rods for experimental and observation plots and contributing to the school Fair. | | | | | | | | |
| (2) For other pupils of Forms III, IV, and V, not represented in the work on the six square rods, either additional plots in the school garden, or gardens or projects at home, supervised by the teacher. | | | | | | | | |
| <i>School Grounds.</i> | | | | | | | | |
| Well kept grass and flower plots, borders, screens, etc., for beautifying grounds and for instructional purposes. | | | | | | | | |

When the Teacher holds an Intermediate Certificate in Agriculture, the grant in addition to his salary shall be one-half more than that specified in the above schedule for the holder of an Elementary certificate.

Form V

15. When a Board maintains the course prescribed for the Fifth Form, the Minister will pay it, on the same conditions, the same grants as are payable for Lower School courses in the High and Continuation Schools. For particulars, see the Regulations of these Schools and Circular No. 13 (1).

Expenditure of Grants by School Boards

16.—(1) The above and any municipal grants to Boards for Agricultural Education are made solely for the purpose of promoting the cause of agriculture and horticulture in the community through the work of the school, and may be expended as follows:

For agricultural or horticultural books or charts, for subscriptions to journals on farming, dairying, gardening, bee-keeping, poultry-keeping, etc.; for the purchase of Babcock milk testers, spraying equipment, pruning and grafting appliances, school beehives, accessories for handling bees, incubator and models for poultry equipment, apparatus for soil, bacteriological or chemical experiments; for providing vegetable and flower seed or seed grain required by pupils in their home projects; for printing instruction sheets, announcements regarding plans for work, competitions, etc.; for meeting the expenses of the teachers or committee acting with the teacher in the supervision of the work, and for such other purposes as may be approved by the Minister.

(2) The accounts for the work shall be kept separate from the general school expenditure, and a financial statement submitted on the special form provided in the School Register, by the Secretary to the Minister through the local Inspector in December. The totals of the receipts and expenditures shall, however, also be included in the General Financial statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

VI. PHYSICAL CULTURE

Grants by the Department of Militia and Defence, Ottawa

17.—(1) For the training during the school year in a Public or Separate school of a Cadet Corps an annual allowance of \$1.00 per cadet will be paid by the Department of Militia and Defence, Ottawa, on the following conditions:

(2) The Cadet Corps shall consist of at least 20 boys, who shall be at least twelve and not more than eighteen years of age.

(3) The Instructor shall possess a certificate of Military Instruction from the Department of Militia and Defence, Ottawa, or be otherwise qualified in accordance with the Cadet Regulations.

(4) The work of the Cadet Corps shall be reported to the Minister of Militia and Defence, Ottawa, and the Minister of Education, Toronto, as satisfactory on inspection by a Military Inspecting Officer of the Department of Militia and Defence.

(5) The allowance will be calculated on the number of enrolled cadets present at the annual inspection; and, in addition, those whose absence can be satisfactorily accounted for by the Inspecting Officer.

(6) In the case of Cadet Corps authorized subsequently to March 1st in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

(7) All claims are to be submitted to Militia Headquarters for approval, before payment can be made.

18.—(1) Should the Inspecting Officer be unable to give a certificate of efficiency to a Cadet Corps at the Annual Inspection, he may recommend a special allowance for the Cadet Instructor. In estimating the amount of this special allowance, the Inspecting Officer will take into consideration the number of drills performed and the number of cadets partially trained. In no case may this special allowance exceed one-half the allowance authorized for an efficient corps.

(2) A grant towards the provision and upkeep of uniform of \$1.00 for each cadet inspected in a complete, serviceable, military uniform, will also be paid annually by the Department of Militia and Defence, Ottawa, upon the certificate of the Inspecting Officer to the School Board providing such uniform or to the cadet who has himself provided it. Claims for such allowance must be approved at Militia Headquarters.

Grant by the Department of Education, Ontario

19. Where a Cadet Corps has been duly established in connection with a Public or Separate School, an additional annual grant of \$50 will be paid to the Board by the Ontario Department of Education on the following conditions:—

(1) There shall be at least 20 pupils in the Corps who shall be at least fourteen years of age and not over eighteen.

(2) (a) The Instructor of each cadet company shall be either a school teacher holding a cadet instructor's certificate, or an officer of the Active Militia or on the retired list or a non-commissioned officer of the militia, qualified as a Sergeant at a Royal School of Military Instruction, or any creditably discharged non-commissioned officer from His Majesty's Imperial Forces or from the Permanent Force of Canada.

(b) After December, 1915, the Instructor shall hold a certificate as Supervisor in Physical Culture, obtained on a Departmental examination.

(3) The work in Physical Culture of the whole school shall have been reported to the Minister of Education as satisfactory by the visiting School Inspector.

(4) The grant of \$50 shall be spent as an addition to the Instructor's ordinary salary or on the equipment for Physical Culture as the Board may determine.

VII. RURAL SCHOOL LIBRARIES

20.—(1) The special Legislative grant in aid of Rural School Libraries, not including Continuation School or Fifth Form libraries, will be apportioned and paid by the Minister as a percentage, in addition to the General Grant on Equipment, on the value of all library books purchased before October 1st in each year, provided no school receives more than \$10.00, and no purchase is less than \$10.00, and provided the books prescribed in Regulation 3 (1) (b), p. 21, are not included.

(2) All applications for this grant shall be made by the Boards through the Inspector, on or before the 15th day of October. The Boards shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department not later than the first day of November, on a form to be provided, which must be forwarded to the Department.

VIII. URBAN NIGHT SCHOOLS

21. The Legislative Grant to urban Boards that maintain Night Schools in accordance with the provisions of Regulation 11, p. 26, will be apportioned and paid by the Minister on the total salaries of the staffs as follows:

In cities with populations of 150,000 and over, one-sixth; in other cities, one-third; in towns, one-half; and in villages, two-thirds.

CONTINGENCY OF GRANTS BY ONTARIO DEPARTMENT OF EDUCATION

22. If in any year the amount voted by the Legislature of Ontario for any of the services recognized in Regulations 1-21 above is insufficient to pay the grants in full, the Minister may make a *pro rata* reduction in the case of such grants.

AUTHORIZED TEXT-BOOKS

1. As specified therein the text-books listed in Schedule A below, and the accompanying blank books listed in C below—shall be authorized for use in the Public and Separate Schools. In Schedule B are listed the Readers provided for use as defined in 3 (1), and (2) below, and in Schedule D the Manuals provided for teachers' use and for school libraries.

2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A, B, C, and D below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.

3. As may be determined by resolution of the Board, the following books, as prescribed by the Regulations, shall be provided by the pupils for their own use, or provided by the Board in the school library for the pupils' use in numbers satisfactory to the Principal:

(1) The Readers in History and Geography, and either Hygiene for Young People or The Story of the Human Body or both, for use in Form III.

INSTRUCTION.—Under the same conditions these Readers may be used as supplementary to the authorized text books in Forms IV and V.

(2) The First, Second, Third, and Fourth Golden Rule Books for use in Forms I (Senior Grade), II, III, and IV respectively.

(3) The four books in English Literature for use by candidates preparing for a Departmental examination (see Circular 58).

(4) The Children's Story of the War for use in Forms III, IV, and V.

4.—(1) Additional Supplementary Reading, recommended by the Principal and approved by the Board and the Inspector, shall be provided, as may be determined by resolution of the Board, by the pupils for their own use, or by the Board in the school library for the pupils' use in numbers approved by the Principal.

(2) Additional Books of Reference, recommended by the Principal and approved by the Board and the Inspector, shall be provided by the Board in the school library.

(3) The Supplementary Reading and the Books of Reference provided for in (1) and (2) above shall be selected from the Catalogue of Books recommended by the Minister for Public and Separate School libraries, the list in Circular No. 58, and the list recommended by the Inspector with the Minister's approval.

See Regulation 3 (3) (b).

5.—(1) The Principal shall submit to the Inspector at his official visit a copy of each of the resolutions provided for in Regulations 3 and 4 above, duly dated and certified by the Secretary of the Board.

(2) It shall be the duty of the Inspector to see that the resolutions of the Board referred to in 5 (1) have been duly passed, and, from time to time, that the provisions of the regulations in regard to the use of authorized and other books have been duly carried out in the school.

6. No text-books are authorized in Art, Nature Study, Elementary Science, Agriculture and Horticulture, Manual Training, and Household Science; but suitable reference books, selected by the Principal and approved by the Inspector, shall be provided in the school library by the Board for the pupils' use in numbers satisfactory to the Principal.

7.—(1) For Religious Instruction in the Public Schools, the Sacred Scriptures, or the Selected Scripture Readings of the International Sunday School Association, or the Scripture Readings adopted by the Department shall be used as prescribed by Regulation 16 (1), pp. 28 and 29.

(2) For instruction in Morals in the Public Schools, the Golden Rule Books shall be used as prescribed by Regulation 16 (5), p. 29.

8. Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized on the same conditions for use by pupils taking the corresponding subjects in the Fifth Form.

9. Boards of Roman Catholic Separate School Trustees may by resolution adopt either the Ontario Readers or the Canadian Catholic Readers for use in the schools under their charge.

10. Where French or German is a subject of study in Forms I-IV of a Public or a Separate School, the text-books in use therein during the school year 1914-1915, in French or German Reading, Grammar, and Composition shall remain authorized for use until further notice.

SCHEDULE A

Text-Books Authorized

| | |
|--|--------|
| Ontario Public School Arithmetic. The Robert Simpson Co., Ltd. | \$0.10 |
| Ontario School Geography. Educational Book Company of Toronto, Ltd. (<i>Authorized for the Fourth and Fifth Forms.</i>) | .65 |
| Ontario Public School Grammar. Holland Linen Writing Paper Co. (<i>Authorized for the Fourth and Fifth Forms.</i>) | .10 |
| Ontario Public School History of England. The Macmillan Company of Canada, Ltd. (<i>Authorized for the Fourth and Fifth Forms</i>) | .25 |
| Ontario Public School History of Canada. The Macmillan Company of Canada, Ltd. (<i>Authorized for the Fourth and Fifth Forms.</i>) | .25 |
| Ontario Public School Hygiene. The Copp, Clark Co., Ltd. (<i>Authorized for the Fourth and Fifth Forms</i>) | .20 |
| Ontario Public School Speller, Revised Edition. The Copp, Clark Co., Ltd. | .15 |
| Ontario Public School Composition. The Copp, Clark Co., Ltd. (<i>Authorized for the Third, Fourth, and Fifth Forms.</i>) | .15 |

| | |
|---|--------|
| Ontario Copy Books, Five Numbers. E. H. Harcourt Co., Ltd. | |
| Each | \$0.02 |
| Ontario Writing Course. E. H. Harcourt Co., Ltd. | .05 |
| Ontario School Book-keeping — First Course. Educational Book Company of Toronto, Ltd. | .30 |
| Ontario Readers. The T. Eaton Co., Ltd.: | |
| Primer | .04 |
| First Book | .06 |
| Second Book | .09 |
| Third Book | .14 |
| Fourth Book | .16 |

Roman Catholic Separate Schools

| | |
|---|-----|
| Canadian Catholic Readers.—The Copp, Clark Co., Ltd.: | |
| First Book, Part I | .05 |
| First Book, Part II | .08 |
| Second Book | .13 |
| Third Book | .16 |
| Fourth Book | .20 |

SCHEDULE B

Books Recommended

| | |
|--|--------|
| Readers for Form III.—[See Regulation 3 (1).] | |
| The Story of the British People. Thomas Nelson and Sons, Toronto, or The Copp, Clark Co., Ltd. | \$0.35 |
| The Story of the Earth and Its Peoples. Thomas Nelson and Sons, or The Copp, Clark Co., Ltd. | .50 |
| Hygiene for Young People. The Copp, Clark Co., Ltd. | .25 |
| The Story of the Human Body. Thomas Nelson and Sons, or The Copp, Clark Co., Ltd. | .35 |
| The Children's Story of the War. Thomas Nelson and Sons. A monthly periodical. [See Regulation 3 (2).]...Each number | .08 |
| The Golden Rule Books.—The Macmillan Company of Canada, Ltd.—[See Regulation 3 (2).] | |
| Book I | .20 |
| Book II | .30 |
| Book III | .35 |
| Book IV. | .40 |

SCHEDULE C

Blank Books Authorized

| | |
|--|--------|
| Ontario School Book-keeping Blank. Educational Book Company of Toronto, Ltd. | \$0.12 |
| Ontario Pupils' Outfit in Business Papers. Educational Book Company of Toronto, Ltd. | .08 |
| These two Blanks may be obtained in one packet at 20 cents. | |
| Ontario Blank Copy Books. E. H. Harcourt Co., Ltd. | .02 |
| Ontario Blank Drawing Book, No. 1. W. J. Gage and Co., Ltd. | .05 |

SCHEDULE D

Ontario Teachers' Manuals

The Department has authorized the following Teachers' Manuals dealing with methodology and containing supplementary material for their use in class. The revised editions of these Manuals may be obtained from a local bookseller or from the publishers. Prices and publisher will be announced later. Public and Separate School Boards are required to place the revised editions in the School Libraries as follows:

Primary Reading; Ontario Readers, Books II, III, IV; Arithmetic; Grammar; History; Literature; Composition and Spelling; Geography; Nature Study; Art; Manual Training; Sewing; Household Management; Topics and Sub-topics of the Courses for Form V; the Time-table; Suggestions for teachers of Science in the Fifth Forms of Public and Separate Schools (for Schools with Fifth Forms).

The Manual in Art will be published in the course of the School year 1915-1916.

Public School Boards shall supply, in addition to the foregoing, The Golden Rule Books Manual.

SPECIAL NOTICE TO TEACHERS AND SCHOOL BOARDS

11. The teacher himself may use any book, pamphlet, or magazine he wishes in preparing the lesson for his class; but he has no authority to require or permit his pupils to use in school any other publications than those whose use is authorized herein, or which are listed in the catalogue of the school library, as provided in Regulation 3 (3) (b) p. 21. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

REGULATIONS FOR SEPARATE SCHOOLS

12. The following sections in regard to authorized text-books in Public Schools are statutory, and the same provisions are hereby prescribed, *mutatis mutandis*, as Regulations for the Separate Schools:

Public Schools Act

Revised Statutes of Ontario

86. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations:

113. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the inspector, may suspend such teacher, and the Board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion.

101.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(g) To withhold his order for the amount apportioned from the legislative or municipal grant,

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;
and in every case to report to the Board and to the Minister his reasons for so doing.

TEACHERS' INSTITUTES

1. On the report of the Public School Inspector or the Inspectors, as the case may be, and with the approval of the Minister of Education:—

(1) Subject to the Regulations, the teachers of an Inspectorate may organize themselves into one or more Teachers' Institutes, and the teachers of two or more Inspectorates may organize themselves into one Teachers' Institute.

(2) The purpose of the Teachers' Institutes shall be to discuss such questions as have a practical bearing upon organization and methods of instruction in schools. No controversial subject of a religious or political character may be introduced.

2.—(1) The officers of an Institute shall be a President, a Vice-President, a Treasurer and a Secretary or a Secretary-Treasurer, and when necessary a Librarian.

(2) The President, the Vice-President, the immediate Past-President, and the Inspector or Inspectors, as the case may be, together with not more than six other members to be chosen annually in whatever manner the members of the Institute may decide, shall constitute the Executive Committee.

(3) In addition to the powers and duties assigned herewith to the Executive Committee it shall have such other powers and perform such other duties as the Institute may assign to it.

(4) The Institute may also appoint committees for special purposes.

3.—(1) Each Institute shall hold at least one annual meeting on a Thursday and a Friday at a centre to be determined by the Executive Committee. When a lecturer is provided by the Department, the Minister will fix the dates of the meetings. In other cases they shall be fixed by the Executive Committee of the Institute.

(2) Each Institute shall hold two daily sessions each day and one evening session, the length of each to be determined by the Executive Committee.

(3) (a) In order that the teacher may attend the annual meeting of the Institute prescribed in (1) above, he shall close his school on the days appointed for said meeting.

(b) Additional evening meetings and, when permitted by the Board of School Trustees concerned, additional day meetings on school days may also be held throughout the year as may be arranged for by the Executive Committee.

(4) In order to allow meetings of the teachers for school business and mutual improvement, the Board may authorize said teachers to close their schools at 2.30 or 3 p.m. on certain specified school days.

(5) In cities where more than one Institute has been established, the members of the different Institutes shall attend in one body an evening meeting, and at least one day session at which may be discussed matters of interest to all the teachers of the city. The arrangements for such meetings shall be made by joint action of the Executive Committees, and the Presiding Officer and the Secretary of the combined meetings shall be the President and the Secretary who have had longest experience as educationalists.

(6) In Institutes consisting of the teachers of more than one municipality one or more of the day sessions and an evening session may be held at the discretion and under the direction of the Inspector at some school or schools or other suitable building or buildings in each of the municipalities.

(7) The members of an Institute may meet in one body or in Grade sections as may be determined from time to time by the Executive Committee, with such organization in the case of Grade sections, as may be determined by the members thereof.

4.—(1) The Public School, the lay Roman Catholic Separate School, and the Continuation School Grade C teachers, whose schools are situated within the Inspectorate or Inspectorates constituting an Institute shall become members thereof and shall attend all the meetings promptly and regularly.

(2) Registration as members of, and attendance at, an Institute on the part of teachers of Roman Catholic Separate Schools who are members of Religious Orders are optional, but are strongly recommended by the Minister of Education.

(3) During the attendance of teachers who become members of an Institute their schools or their classes, as the case may be, shall be closed.

(4) Attendance is optional on the part of the teachers of High Schools, Collegiate Institutes, and Continuation Schools Grades A and B, but attendance is strongly recommended by the Minister of Education. The Principals of such schools may close one or more of the school grades for all or part of the time of the Institute meetings to allow the staff or members thereof to take part in the business, and the teachers so set free shall attend the meetings under the same conditions as the ordinary members.

5. For reasons satisfactory to his Inspector, in the case of Public, Separate, and Grade C Continuation Schools—

(1) A teacher may be excused from attending all or any of the meetings of the Institute.

(2) A teacher may attend the Institute meeting of an adjoining Inspectorate in lieu of the meeting of the Institute to which he would properly belong.

6.—(1) It shall be the duty of the Public, Separate, or Grade C Continuation School teacher who absents himself from any of the sessions of the Institute, or from any part thereof, to report to his Inspector such absence with the reason therefor.

(2) It shall be the duty of the Inspector concerned—

(a) To take such measures to secure prompt and regular attendance during the meeting of the Institute as may, in his judgment, appear to be necessary; and

(b) To report to their respective School Boards, and, when in his judgment necessary, to the Minister of Education, Public, Separate, or Grade C Continuation School teachers who, for reasons unsatisfactory to the Inspector, have absented themselves from any part of the day or evening sessions or who have not complied with the provisions of (1) above, and to take such other steps as may appear to him to be desirable.

INSTRUCTION.—The Institutes are maintained for the professional improvement of teachers. To this end the schools are closed for two days, grants are made by the Legislature and the municipalities, and free instruction is provided by Departmental lecturers. Accordingly, teachers owe it to the public and to themselves to take full advantage of the opportunities thus offered by diligent application to the work of the Institute and prompt and continuous attendance at its meetings.

7.—(1) The programme of the work to be taken up by the Institute shall be prepared by the Executive Committee.

(2) The programme shall be sent at least two weeks before the day of the meeting to the members of the Institute, the Boards of Trustees employing them, and the Director of Teachers' Institutes, Parliament Buildings, Toronto.

NOTE.—As heretofore, the Department will continue to supply a lecturer, but the responsibility for the efficiency and success of the Institute devolves upon the members, who should construct a programme that will be both instructive and interesting, having due regard to the object of the Institute as set forth in the section of the Statute quoted above.

8. With the approval of the Minister the Executive of an Institute may substitute for all or part of the annual meeting a visit of inspection by the members of the Institute to other schools or institutions of an educational character.

9. An annual membership fee, not exceeding one dollar, may be fixed by the Institute. The fee when so fixed shall be compulsory and shall be paid on or before the first day of the Institute meetings. Only members who have paid it shall be eligible for office or entitled to vote.

10. The Legislative grant and its municipal equivalent and any other receipts shall be used in defraying the necessary expenses of maintaining the Institute and for no other purpose. These expenses may include the payment of special lecturers, the whole or part of the cost of a professional magazine for each member, and the provision of one or more professional libraries for the use of the members.

11.—(1) Two auditors shall be appointed annually by the members of the Institute at their annual meeting.

(2) There shall be sent not later than December 31st of each year to the Minister and to the Council or the Board, as the case may be, of the body providing the equivalent of the Legislative grant:

(a) A report of the total registered attendance and the total number of teachers of each class eligible for membership, computed under 4 above: and

(b) A report in detail of the receipts and expenditure for the preceding year, with a copy of the report of the auditors as adopted by the Institute.

12. It is desirable that each Institute should appoint at least one of its members to represent it at the next ensuing meeting of the Ontario Educational Association. [See Section 76 of *The Public Schools Act* and Section 45 (o) of *The Separate Schools Act*.]

13. Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers for carrying out the provisions of the foregoing Regulations.

EQUIPMENT

A KINDERGARTEN FORM

For Fifty Pupils.

Probable Cost

A piano (to be bought or rented).

| | | |
|--|------|--------|
| 9 First Gifts, in polished box with crossbeams and supports | each | \$1 00 |
| 12 Second Gifts, in box | " | 60 |
| 18 Enlarged Fourth Gifts (small Gifts for Kindergarten-Primary) | " | 75 |
| 18 Small Fifth Gifts | " | 40 |
| 18 Enlarged Fifth Gifts | " | 1 50 |
| 18 Small Sixth Gifts | " | 40 |
| 2 Boxes small square Tablets (light and dark) | " | 60 |
| 2 Boxes right-angle triangle Tablets (dark and light) | " | 60 |
| 2 Boxes equilateral triangle (light and dark) | " | 60 |
| 1 Box Circular Tablets (light and dark) | " | 60 |
| 2 Boxes small Scalene Triangle (dark and light) | " | 60 |
| 2 Boxes enlarged square Tablets (dark and light) | " | 1 20 |
| 2 Boxes right-angle Tablets (dark and light) enlarged | " | 1 20 |
| 2 Boxes Circular Tablets (dark and light) enlarged | " | 1 20 |
| 6 Boxes Enlarged Plain Sticks, 1" long | " | 10 |
| 6 Boxes Enlarged Plain Sticks, 2" long | " | 14 |
| 6 Boxes Enlarged Plain Sticks, 3" long | " | 17 |
| 6 Boxes Enlarged Plain Sticks, 4" long | " | 21 |
| 6 Boxes Enlarged Plain Sticks, 5" long | " | 22 |
| 3 Boxes Enlarged Plain Sticks, 6" long | " | 27 |
| 6 Boxes whole, half and quarter rings, in three sizes | " | 65 |
| 1 Box Circular Lentils, assorted colours, R, O, Y, G, B, V | " | 30 |
| 1 Box each R, O, Y, G, B, V, circular papers for stringing | " | 15 |
| 1 Pkg. each R, O, Y, G, B, V, square paper for stringing | " | 15 |
| 50 Mounting Books, gray paper, tied with cord | " | 10 |
| 1½ Doz. Mucilage Cups | " | 50 |
| 5 Doz. Quill Brushes for pasting, per dozen | " | 30 |
| 2 Pkgs. School Sewing Cards, gray, per pkg. | " | 75 |
| 1 Pkg. Langzettel Sewing Cards, No. 2 | " | 75 |
| 1 Pkg. Langzettel Sewing Cards, No. 4 | " | 1 00 |
| 1 Pkg. Langzettel Sewing Cards, No. 6 | " | 1 00 |
| 2 Pkgs. Picture Cards, 18, assorted large holes | each | 50 |
| 1 Pkg. Picture Cards, Coles, punched | " | 1 00 |
| 1 Pkg. Blank Sewing Cards, gray, 5 x 6½ | " | 40 |
| 1 Skein, each 4 fold wool R, O, Y, G, B, V, brown, black, gray and white | each | 10 |

| | Probable Cost |
|---|---------------|
| 6 Pkgs. Sewing Needles, No. 18 | each \$0 10 |
| 36 Pkgs. assorted Engine Coloured Folding Paper, 5 x 5 | " 15 |
| 9 Pkgs. Coated Cutting Paper, intermediate hues, 5 x 5 | " 35 |
| 3 Pkgs. Coated Cutting Paper, red tints and shades, 4 x 4 | " 20 |
| 3 Pkgs. heavy Folding Paper, assorted colours, 6 x 6 | " 25 |
| 3 Pkgs. black Coated Paper, 6 x 9 | " 30 |
| 18 Pair Nickel Plated Scissors, blunt points | " 15 |
| 3 Pkgs. Linen Weaving, 7 x 7, slits $\frac{1}{2}$ | " 35 |
| 24 Pkgs. Weaving, 7 x 7, slits $\frac{1}{3}$, assorted colours | " 15 |
| 3 Pkgs. Weaving, 7 x 7, slits $\frac{1}{3}$, gray | " 15 |
| 6 Pkgs. Weaving, 7 x 7, slits $\frac{1}{3}$, assorted colours | " 15 |
| 2 Pkgs. Ball Weaving Needles | " 60 |
| 1 Pkg. Disconnected Slats, 10" | " 25 |
| 5 Lbs. Plasticine or clay if preferred | " 30 |
| 1 $\frac{1}{2}$ Doz. Plasticine Boards, 6 x 9 | " 35 |
| 2 Boxes Waxed Paper Straws, $\frac{3}{4}$ " | " 25 |
| 1 Box Hailman's $\frac{1}{2}$ " Coloured Beads, 3 forms | " 2 00 |
| 3 Doz. Shoe Laces, per dozen | 10 |
| 1 $\frac{1}{2}$ Doz. Putnam's Busy Work Tiles, per dozen | 2 75 |
| 6 Boxes Round Coloured Pegs | each 25 |
| 6 Pkgs. White Drawing Paper, 9 x 12 | " 30 |
| 18 Boxes Crayonex | " 05 |
| 1 Pkg. each Green and Brown Construction Paper, 6 x 9 | " 20 |
| 1 Sand Table, 6' long, 30" wide and 24" high, zinc lined, removable legs. | |
| Song Books, Story Books, and suitable Pictures to be selected. | |

A KINDERGARTEN-PRIMARY FORM

For Thirty-five Pupils.

For the Kindergarten Subjects

A piano (to be bought or rented).

| | |
|--|-------------|
| 9 First Gifts, in polished box with crossbeams and supports | each \$1 00 |
| 12 Second Gifts, in box | " 60 |
| 18 Third Gifts | " 60 |
| 18 Enlarged Fourth Gifts (small Gifts for Kindergarten-Primary) .. | 75 |
| 12 Small Fifth Gifts | " 40 |
| 12 Small Sixth Gifts | " |
| 4 Boxes small square Tablets (light and dark) | " 60 |
| 4 Boxes right-angle triangle Tablets (dark and light) | " 60 |
| 4 Boxes equilateral triangle (light and dark) | " 60 |
| 1 Box Circular Tablets (light and dark) | " 60 |
| 4 Boxes small Scalene Triangle (dark and light) | " 60 |
| 4 Boxes Enlarged Plain Sticks, 1" long | " 10 |
| 4 Boxes Enlarged Plain Sticks, 2" long | " 14 |
| 4 Boxes Enlarged Plain Sticks, 3" long | " 17 |

| | |
|---|-------------|
| 4 Boxes Enlarged Plain Sticks 4" long | each \$0 21 |
| 4 Boxes Enlarged Plain Sticks, 5" long | " 22 |
| 3 Boxes Enlarged Plain Sticks, 6" long | " 27 |
| 4 Boxes whole, half and quarter rings, in three sizes | " 65 |
| 1 Box each R, O, Y, G, B, V, circular papers for stringing | " 15 |
| 1 Pkg. each R, O, Y, G, B, V, square papers for stringing | " 15 |
| 1½ Doz. Mucilage Cups | " 50 |
| 3 Doz. Quill Brushes for pasting, per dozen | 30 |
| 2 Pkgs. School Sewing Cards, gray, per pkg. | 75 |
| 1 Pkg. Langzettel Sewing Cards, No. 2 | 75 |
| 1 Pkg. Langzettel Sewing Cards, No. 4 | 1 00 |
| 1 Pkg. Langzettel Sewing Cards, No. 6 | 1 00 |
| 2 Pkgs. Picture Cards, 18, assorted large holes | each 50 |
| 1 Pkg. Picture Cards, Coles, punched | 1 00 |
| 1 Pkg. Blank Sewing Cards, gray, 5 x 6½ | 40 |
| 1 Skein each 4 fold wool R, O, Y, G, B, V, brown, black, gray and white | each 10 |
| 4 Pkgs. Sewing Needles, No. 18 | " 10 |
| 36 Pkgs. Assorted English Coloured Folding Paper, 5 x 5 | " 15 |
| 9 Pkgs. Coated Cutting Paper, intermediate hues, 5 x 5 | " 35 |
| 3 Pkgs. Coated Cutting Paper, red tints and shades, 4 x 4 | " 20 |
| 3 Pkgs. Heavy Folding Paper, assorted colours, 6 x 6 | " 25 |
| 3 Doz. Pairs Nickel Plated Scissors, blunt points | " 15 |
| 5 Lbs. Plasticine or clay if preferred | " 30 |
| 1½ Doz. Plasticine Boards, 6 x 9 | " 35 |
| 2 Boxes Waxed Paper Straws, ¾ in. | " 25 |
| 1½ Doz. Putnam's Busy Work Tiles, per dozen | 2 75 |
| 6 Boxes Round Coloured Pegs | each 25 |
| 6 Pkgs. White Drawing Paper, 9 x 12 | " 30 |
| 3 Doz. Boxes Crayonex | " 05 |
| 1 Pkg. each Green and Brown Construction Paper, 6 x 9 | " 20 |
| 2 Boxes Coloured Beads for stringing | " 2 00 |
| 4 Gross Uncoloured Beads for stringing | " 40 |
| 2 Doz. Shoe Laces | |
| 1 Sand Table, 6' long, 30" wide and 24" high, zinc lined, removable legs. | |

Song Books, Story Books, and suitable Pictures to be selected.

NOTE.—Where no Kindergarten training has preceded, the number of First, Second, Third, and Fourth Gifts listed above will be needed; when a Kindergarten course has preceded the Kindergarten-Primary course, one enlarged First and one enlarged Second Gift will be sufficient.

For the First Form Subjects
Language, Reading, Spelling.

| | |
|--|---------|
| 12 Boxes Word Matching Tablets | each 25 |
| (Names of pictured objects.) | " |
| 12 Boxes Embeco Sentence Builder | " 15 |
| (Word cards, <i>script</i> ; reverse side, <i>print</i> .) | " |
| 12 Word Making Tablets—Bradley | " 15 |
| (Print, 1 inch.) | " |
| 12 Boxes Phonogram Cards | " 25 |
| 1 Doz. Cut-up Pasteboard Picture Puzzles. | |
| (To be obtained in toy shops.) | |

Illustrated Story Books, Toys, Pictures. (To be selected.)

- 6 Pkgs. Blank Cards, $5\frac{1}{2} \times 7\frac{1}{2}$. (To be prepared by teacher.) 50c. each.
2 Boxes Thumb Tacks, steel. 40c. per gross.

Arithmetic.

- 3 Boxes Cubical Counting Blocks. 1 inch, plain—100 in box: 60c.
Basket for Cubical Blocks, close weave. \$1.50.
Slats, 5 in. long, plain—1,000 in bundle. 2 bundles. 35c. per bundle.
Fitch Number Cards—1 set; 35c. 1 set. Very expressive number pictures,
1 to 9 inclusive.
12 Boxes Number Builder—Bradley. 12c. box.
2 Boxes Elastic Bands—narrow and wide. \$1.50 per $\frac{1}{4}$ lb. box.

Writing.

- Blackboard crayons—white. 1 box. 25c.
Blackboard crayons—yellow. 1 box. (For tracing.) \$1.00.
Construction Paper—3 pkgs. green, 3 pkgs. gray. 9×12 —100 sheets in
package. 40c. per pkg.
Writing Pads— 6×9 . 35 pads. Bradley's Water Colour Pad; No. 1 is
suitable. 15c. per pad.
Pencils—large leads. 3 dozen. 60c. per dozen.

Manual Training.

Weaving:—

- Schute Weaving Cards. 3 doz. 6 in. discs for doll tams. 35c. per dozen.
Fingering Wool, 4 ply, red, yellow, blue, white, black 4 oz. of each. 10c.
per ounce.
Tapestry Needles—No. 18—large eye, blunt point, included in Kinder-
garten list. 10c. per pkg. of 25.

Winding:—

- Circular Cardboard Frames. 3 doz. 15c. per dozen.
Carpet Warp—natural. 1 large hank, $\frac{1}{2}$ lb. spools, 40c. per spool.
Raphia—natural 1 lb. 25c.

Knotting:—

- Carpet Warp, included in Winding list.
Cotton Laces, 77 in. long, gray. 20 dozen. 35c. per dozen.

Sewing.

- Java Canvas. 6 yards. 25c. per yard.
Tapestry Needles, No. 18, included in Weaving list.

ELEMENTARY SCIENCE

The equipment for Science is chiefly for well-organized Fifth Forms; but, when any of the items are suitable for the lower forms, they should be provided.

Physics and Chemistry

The following apparatus is necessary in Physics and Chemistry; the probable price has been placed after each item; the pages referred to are those of *The Manual*. (See under *Reference Library* below.)

A small cupboard should be provided for storing apparatus and chemicals, and a simple laboratory table for carrying out experiments. The table should be kept for this use alone where there is no laboratory.

General.

- 6 glass-stoppered bottles, 8 oz., \$2.40 doz.
- 2 balances that weigh to centigrams (page 186), \$12.00 up.
- 4 dry cells, 30c. each.
- 100 feet insulated copper wire, No. 20, 75c.
- 2 gasoline blast lamps (page 171), \$3.50 to \$5.00.
- 1 Sonometer, \$4.50 to \$20.00.
- 1 Spool piano wire for sonometer, 10c.
- 1 organ pipe (Page 219), \$1.50 to \$6.00.
- 1 electric bell, 45c. to \$8.00.
- 1 incandescent lamp with wire attachment (page 225), 50c. up.
- 5 pounds glass tubing, 6 mm. in diameter, 30c. lb.
- 3 pounds capillary glass tubing, opening 1 mm. in diameter, 60c. lb.
- 1 pound glass rod, about 6 mm. in diameter, 30c. lb.
- 1 square foot sheet rubber, very thin, 28c. ft.
- 1 bicycle pump, 25c. up.
- 3 metre sticks, 30c. each.
- 2 cylindrical measuring glasses, 250 cc., 80c. each.
- 1 large round-bottomed flask, 1 litre, 22c.
- 1 atomizer or scent-bottle bellows, 25c.
- 1 set cork borers, set 3, 55c.
- 1 triangular file, 12c.
- 1 gross assorted corks, 50c.
- 2 bar magnets, 20c. each.
- 3 mortars and pestles, 18c. to \$1.10 each.
- 2 pounds mercury, \$1.00 lb.
- 1 dozen candles, 20c. doz.

Apparatus required by each pupil (or group of two).

- 1 celluloid ruler about 6 cm. long (page 182), 5c. each.
- 1 burette, 30c. to \$1.50.
- 1 pipette, 15 cc., 13c.
- 1 spring balance, 250 grams (page 187), 90c.
- 1 lamp chimney, 10c.

- 1 rubber stopper with one hole to fit the lamp chimney, 20c.; or \$2.40 per lb.
- 1 iron stand with two rings, one 2" diameter, the other 3½", 40c.
- 1 funnel, 3" diameter, 8c.
- 1 barometer tube, 35c.
- 1 pinch cock, 10c.
- 1 pulley, 45c.
- 1 metal cart for inclined plane (page 198), \$1.00.
- 1 chemical thermometer (page 201), 70c.
- 1 round-bottomed flask, 10 oz., 10c.
- 1 flat-bottomed flask, 8 oz., 10c.
- 1 rubber stopper with two holes to fit flasks, 10c. each; or \$2.40 per lb.
- 1 square of plate glass with two opposite polished edges (page 212), 28c.
- 1 prism of glass with flat ends (page 211), 40c. to 70c.
- 1 tuning-fork (page 215), \$1.15.
- 1 compass needle (page 221), 55c.
- 1 sheet of zinc, 5" x 2",
- 1 sheet of copper, 5" x 2", { 15c. set.
- 2 knitting needles, 5c.
- 6 test-tubes, 5" x 5/8", 18c. doz.
- 1 test-tube, 6" x 7/8", 25c. doz.
- 1 hard glass test-tube, 5" x 5/8", 5c. each.
- 1 watch-glass, 2" diameter, 30c. doz.
- 1 crucible with cover, 1½" diameter, 25c.
- 1 clay triangle, 75c. doz.
- 1 evaporating dish, 3" diameter, 13c.
- 1½ feet rubber tubing to fit glass tubing, 10c. per ft.
- 3 pickle bottles, 50c. doz.
- 1 test-tube rack, 25c. to 60c.
- 1 granite-ware dish, 8" diameter, 4" high (page 171), 15c. each.

Reagents.

- ¼ oz. magnesium ribbon, \$1.25 oz.
- 3 packages filter paper, 5" diameter, 18c. each.
- 1 oz. phosphorus (yellow), 15c.
- 4 oz. mercuric oxide, 20c. oz.
- 8 oz. potassium chlorate, 50c. lb.
- 4 oz. manganese dioxide, 10c. lb.
- 4 oz. sulphur, 7c. lb.
- 1 oz. sodium, 50c. lb.
- 1 lb. granulated zinc, 20c. lb.,
- 1 lb. sulphuric acid, 7c. lb.; bottles, 15c.
- Litmus paper, 40c. doz. books.
- 1 lb. marble (get at stone cutter's), 10c. lb.
- 1 gallon wood alcohol, \$1.50.
- 1 quart gasoline, 12c.; bottle, 10c.
- 1 lb. quicklime, 18c. lb.
- 2 lbs. iron filings, 10c. lb.
- 6 inches platinum wire, 15c. inch.

Botany and Zoology

For the work in Botany and Zoology it is desirable that each pupil should have a pocket magnifier (30-50 cents). A compound microscope (\$11.00) should also form part of the school equipment for this work. These, together with a dozen glass slips and cover glasses and a couple of needles mounted in wooden handles, will be found to be all that is necessary for the course. Breeding cages for observing the development of insects may be made from waste crayon boxes or soap boxes by covering one side or end with mosquito netting or a pane of glass.

School Museums

For progress in the natural history side of the Elementary Science Course, collections of specimens of the local fauna and flora should be made. The school museum should be a thing of gradual growth, and great care should be taken in the selection of the material. The following provision is recommended:

Skeletons.

While special study of the skeleton is prescribed only in the case of the mammal, it is nevertheless desirable to have at hand the skeletons of other vertebrate forms included in the course. A very satisfactory collection, including the cat, perch, frog, snake, turtle, and crow, is supplied by the dealers at an approximate cost of \$35.00. The smaller schools should provide the cat or dog skeleton, and add the others by degrees.

Mounted foot bones of various types, such as pig, horse, sheep, rabbit, dog, and mole, are very useful, and may be purchased at an average price of about \$2.00 each. These also could be accumulated by degrees.

Similar remarks apply to the prepared skulls of these types, the average price however being somewhat higher.

Preparations Preserved in Fluids.

Preparations illustrating the different stages in the development of the frog, the snake, and the fish can be had at an approximate cost of \$5.00 each. They are extremely useful. The smaller schools should be provided with at least the first named.

Admirable preparations of dissected specimens of the fish, frog, crayfish, fresh water mussel, earth-worm, and other types can be had at an average cost of about \$5.00 each. The museums in the larger schools at any rate should have examples of these preparations.

Bird Skins and Mounted Birds.

A collection of birds is indispensable in all the schools. There should be specimens of at least twenty representative birds of the locality, selected to show, among other things, the different types of feet and bills. The approximate cost of such a collection would be about \$15.00.

Mammals.

The museum in every school should contain stuffed specimens of a few representative wild mammals of the locality. Prices will vary very much according to the size of the specimen.

Insects.

A standard collection of insects, representative of the different orders, should be provided in every school. Such a collection can easily be accumulated by the pupils themselves under the teacher's direction, and special care should be taken to guard it against injury.

Cabinets.

For the proper preservation of skeletons, mounted birds, insects, and other dry museum specimens, dust-proof cabinets are essential. These should be constructed partly as glass-fronted cases with shelves, and partly with well fitted drawers which, however, will serve other purposes as well.

Museum Jars.

As already suggested, specimens illustrating the general fauna of the locality should be collected, carefully preserved, and added to the museum. To accommodate the collections preserved in fluid, suitable jars are a necessity. These can be had from the dealers in considerable variety. Those known as "Crown" sealers, in pint and quart sizes, will answer most purposes; but jars with flat sides exhibit the contents to better advantage. Such jars, however, are more expensive.

Botanical Material.

For botanical work, it is highly desirable that the pupils themselves should be encouraged to collect the material needed. A suitable cabinet with drawers is necessary for the herbarium, which should have a place in every school museum. The specimens kept in the herbarium should be carefully selected and mounted, and the whole should form a standard for the guidance of the pupils in this branch of their work.

Standard collections of woods should also be kept on view, and it serves a good purpose to have mounted on large sheets specimens illustrating special points, such as provision for seed-dispersal, varieties of stem-forms, etc.

A collection of woods showing the depredations of destructive insects would be very instructive.

Aquaria

Aquaria of almost any desired form and price may be had from the dealers in school apparatus. Constant attention is necessary to ensure the best conditions in the aquarium, and the instructor should take pains to inform himself on the points requisite for good management.

Reference Library

A Manual of Suggestions for Teachers of Science in the Fifth Forms of the Public Schools has been prepared by the Department, and a copy has been sent to each school. Other copies may be obtained at 50 cents each, on application to the Deputy Minister.

Other works of reference should also be provided, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work.

ART

The equipment for Art is chiefly for well organized Fifth Forms; but, when any of the items are suitable for the lower forms, they should be provided.

Models

The following lists are given for guidance:

1. Type objects made of wood and painted white.

One each of { Sphere, 12 inches diameter.
Cylinder, 8 x 12 inches.
Cone, 8 x 12 inches.

Six each of { Square Prism, 8 x 12 inches.
Square Pyramid, 8 x 12 inches.
Cube, 8 inch face.
Hexagonal Prism, 8 x 12 inches.
Circular Plinth, 8 x 2 inches.
Square Plinth, 8 x 2 inches.

2. One skeleton form of a cube 2 ft. and a square pyramid, 2 ft. base and 2 ft. high.

3. Ceramics: Pots, kettles, drinking-glasses, pitchers, cups, vases, candlesticks, jardinières, etc.

NOTE.—The ceramics should be chosen, not only for their individual beauty, but for their form value in grouping and their colour value in a general scheme of colour harmony.

4. Unique objects, suitable also for decorative purposes: Chinese lanterns, parasols.

5. Carbon reproductions, etchings, and engravings of famous buildings, landscapes, and figures should also be provided, to exemplify the laws of composition and to give the pupils some knowledge of the work of the great artists. These should be provided primarily as school decorations; they are not to be counted as Art Models.

NOTES:—(1) Under the tariff, maps, photographic reproductions, casts, etchings, and lithographic prints or charts are specified as free, when specially imported in good faith by order of any College, Academy, School, or Seminary of learning in Canada, for use to demonstrate or to instruct students and not for sale.

(2) In schools unable to purchase an adequate supply of the more expensive pictures, the cheap reproductions may be used to supplement. When, also, schools become acquainted with the masterpieces in this economical way, they will be better able to decide which of the more expensive reproductions to purchase.

6. Plaster casts: Plaques, busts, figures, groups of figures, and historic ornament. Casts are optional in Form V. but are desirable for both decorative and instructional purposes.

For a list of suitable pictures, reproductions, and casts, see *Educational Pamphlet, No. 5: LIST OF REPRODUCTIONS OF WORKS OF ART.*

Working Equipment

1. Teacher's Easel and Drawing Board.
2. Drawing Boards for pupils (Three-ply 13" x 17").
3. Stands for Models.
4. A water-bottle for each pupil (4 oz. wide-mouthed pomade bottle).

PHYSICAL CULTURE

The equipment for Physical Culture is suitable for all the forms.

For Boys and Girls: Dumb-bells, wands, basket ball, indoor baseball, volley ball, suspended bars, horizontal ladder.

For Boys (in addition): Rifles, or wooden rifles.

MUSIC

The equipment in Music is also suitable for all the forms.

Graded music readers.

Supplemental song-books and sheet music, chorus rehearsals and performances.

Modulators and charts.

Tuning-forks.

Phonographic instruments and records.

Musical Works for Reference Libraries.

A Piano.

INSTRUCTIONS: (1) The piano or other musical instruments may be either purchased or rented.

(2) The purpose of Music Readers is to stimulate the study of music by providing songs and graded exercises without cost to the pupils. The books usually cost ten and fifteen cents each, less the usual 25% discount. At net prices a class of fifty pupils could be provided with music books at a cost of \$3.75 to \$5.60. The average life of a set of books is about two years.

(3) Supplementary music is frequently required to provide interesting variety in music study and material for concert and other programmes given by school pupils. This may be had in bound volumes containing collections of songs, arranged for two, three, or four voices as required, costing from 20c. to \$1.00 per volume, or in octavo sheet music form at a cost of from three to twelve cents for each selection.

(4) The Modulator is a chart showing the construction of the various scales and their relation to each other. It is indispensable and should be found in every classroom. It costs from 50c. to \$1.25. Many excellent sets of exercises, published in chart form, have been found to be of assistance by teachers who do not feel competent to improvise their own blackboard tests and exercises. Charts of this sort range in cost from \$2.50 to \$14.00 per set.

(5) The tuning-fork is necessary in all classes for pitching the keys of the various exercises and songs. Cost 25c. to 50c. each.

(6) In communities where the sentiment in favour of Music in the school has been developed, the teachers of some grades of schools have, by various means, on their own responsibility, raised the funds necessary to provide a piano for their schools. It is used in accompanying the songs in the Kindergarten and Primary classes, in rehearsal of choruses by senior pupils, in accompanying and solo work at the Christmas and June closing exercises, and in providing music for the daily marches during assembly and closing of school.

Suitable instruments, in plain cases, cost from \$250.00 upwards. Player pianos suited to all of above purposes and to illustrate more advanced musical composition cost about \$550.00.

(7) Phonographic instruments provide an invaluable means of musical education. By their use pupils may become acquainted with a wide range of the best and most desirable music as performed by artists of recognized ability. The best way to cultivate a taste for good music is to hear good music. Suitable instruments may be had costing from \$30.00 upwards, while the necessary records cost from 90c. to \$6.00 each.

(8) No more desirable use could possibly be made, of a portion of the grant than in providing a Reference Library, containing such publications as have already been suggested for this purpose in the Departmental Catalogue.

PART II

Regulations of the Departmental Examinations

Departmental Examinations

JUNIOR AND SENIOR GRADUATION DIPLOMAS

TIME AND PLACE

1. Two Diploma examinations will be held as follows, for pupils of the Fifth Forms:

(1) The Junior, in the same week as the Junior High School Entrance examination, and at such centres as the Public School Inspector may select subject to the Minister's approval; and—

(2) The Senior, in the month of June at such centres as the Minister may select.

SUBJECTS OF EXAMINATION

2.—(1) Candidates for the Junior Diploma shall have completed the courses in the following subjects as prescribed in Regulation 26 of Part I for the Junior Grade of Form V:

Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, Canadian History, and Arithmetic, with at least one of Art, Elementary Science, and Algebra, and at least one of Book-keeping and Writing, Manual Training, Household Science, Agriculture and Horticulture, and Shorthand and Typewriting.

(2) Candidates for the Senior Diploma shall have completed the courses in the following subjects as prescribed in Regulation 26 of Part I for the Senior Grade of Form V:

Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, British and Canadian History, and Arithmetic, with at least one of Art, Elementary Science, and Algebra and Geometry, and at least one of Book-keeping and Writing, Manual Training, Household Science, Agriculture and Horticulture, and Shorthand and Typewriting.

(3) (a) The examination in English Literature shall be based partly on sight passages and partly on passages from the selections prescribed. (See Circular 58.)

(b) The candidate's knowledge of the selections prescribed for memorization by the Minister will be tested in the Literature question paper. (See Circular 58.)

(c) The examination in Typewriting shall be held by the teacher under the direction of the Principal, and, if the candidate passes satisfactorily, the subject shall be included in the list of the subjects in the Graduation Diploma (See Regulation 27 (3) of Part I.)

NOTE.—A candidate who obtains a Senior Diploma taking Art, Elementary Science, and Algebra and Geometry, shall have the right to enter the Middle School of a High School or a Model School on complying with the other conditions for admission. A Senior Diploma including Art and Elementary Science will be accepted in lieu of passing the Lower School examination for admission to the Normal Schools or the Faculties of Education.

APPLICATION

3. Candidates shall make application, to the Public School Inspector, for the Junior Diploma on or before April 15th. and for the Senior Diploma on or before May 1st. Forms of application for the Senior Diploma may be obtained from the Inspector.

LIMITATIONS

4.—(1) Only candidates who have been prepared in the Public or the Separate Schools are eligible for admission to the examination for a Junior or a Senior Diploma.

(2) The official form of application shall include a certificate signed by the Principal that the applicant has read carefully during the preceding year, in addition to the works prescribed for the examination, at least four suitable works in English Literature, part prose and part poetry.

(3) (a) In the case of a candidate who takes Art, Book-keeping and Writing, Elementary Science, Manual Training, Household Science, or Agriculture and Horticulture, the Principal shall submit to the Public School Inspector a certificate that up to the date thereof the applicant has taken up practically, as prescribed by the Regulations, the courses in the subject in which he intends to write, and that the Inspector concerned has approved of such courses as being in accordance with the Regulations.

(b) The Inspector's official report shall be communicated to the School as soon as practicable after his visit.

(4) Unless all the conditions prescribed in Regulations (1), (2), and (3) (a) above are duly complied with, the Public School Inspector shall not admit the candidate to the examination in the subject or subjects.

CONDUCT OF THE EXAMINATION

5.—(1) For the Junior Diploma, the examination papers will be prepared and distributed by the Department; but the examination shall be conducted, the answer papers read, and the results settled by the High School Entrance Board. For this purpose, additional members competent to examine in special subjects shall be appointed, when necessary.

(2) For the Senior Diploma the preparation and distribution of the question papers, the conduct of the examination, the reading of the answer papers, and the settlement of the results will be provided for by the Minister.

(3) When practicable, the Chief Presiding Officer at the Junior Diploma examination shall be the same as for the Junior High School Entrance examination.

(4) The Entrance Board shall make provision for reading the answer papers for the Junior Diploma, settling the results, reporting them to the Department not later than fifteen days after the close of the examination, on the forms supplied, publishing the results after they have been approved by the Minister, and issuing the diplomas to the successful candidates.

(5) For the examination in Book-keeping, ruled sheets for journal and ledger may be supplied to the candidates at the discretion of the High School Entrance Board.

(6) The examination in Reading shall be conducted by an examiner recommended by the Inspector and approved by the Minister, and shall include questions on the principles based upon the passages read.

VALUATION OF SUBJECTS

6.—(1) At both examinations the Writing of the obligatory subjects shall be judged while the answer papers are being read, from the answer papers in one of the other subjects to be determined from time to time by the Minister in the

case of the Senior, and by the Entrance Board in the case of the Junior; and the subject selected shall not be made known to the candidates.

(b) At the examination in Book-keeping and Writing, a special test will be made of the candidate's knowledge of the Principles of Writing.

(c) Four marks, and not more, shall be deducted for each misspelt word in the answer paper in Spelling: but if the error consists in the misuse or the omission of a capital, a hyphen, or an apostrophe, only two marks shall be deducted.

(2) The maximum value to be assigned to the Writing of the obligatory subjects and to Reading, Shorthand, and Typewriting, respectively, at each examination shall be 50 marks. In Reading, 35 of the 50 marks shall be assigned to the oral examination and 15 to the questions on the principles.

(3) The maximum for each of the other examination papers shall be 100.

(4) The standard for pass at both the Junior and the Senior Diploma examinations shall be 40 per cent. in each subject, and 60 per cent. of the aggregate marks.

(5) A candidate who at either of the above examinations makes $33\frac{1}{3}$ per cent. in each subject and 50 per cent. of the aggregate may, with the approval of the Minister, be granted a Junior High School Entrance certificate.

TEACHERS' REPORTS

7.—(1) (a) At both examinations a report as to the standing of the candidates shall be submitted by the Principal, before the first day of the examination to the Minister or the High School Entrance Board, as the case may be, signed by the teacher or teachers immediately concerned in the preparation of the candidates.

(b) Only the names of the candidates who, in the opinion of the teachers concerned, have completed satisfactorily the courses for the examination may be included.

(c) This report shall be tested as prescribed in Regulation 7 (3), for the Junior High School Entrance examination, and, when satisfactory, shall be taken into account in settling the results.

(2) The forms for the use of Principals in making the reports on the standing of candidates for the Diplomas will be supplied on application to the Department.

FEEES AND EXPENSES

8.—(1) The fee for the Senior Diploma examination shall be \$5.00 and for the Junior \$2.00, but in either case, or in both, the Boards of the schools from which the candidates come may pay the whole or part of said fee.

(2) Both these fees shall be payable to the Inspector. Of the \$5.00, the Inspector shall forward \$3.00 to the Department and \$2.00 to the Board of the school where the examination is held.

(3) (a) The Entrance Board shall make all necessary arrangements for the payment of the expenses of the Junior Diploma examination, and payment shall be made on the itemized statement of the Chairman of the Entrance Board.

(b) The additional Presiding officers necessary shall be paid at the regular rate of \$5.00 a day for the Chief Presiding Officer, and \$4.00 a day for each assistant.

(c) For reading the answer papers at the Junior Diploma examination the examiners shall be paid at the rate of \$1.25 per candidate, and the Secretary at the rate of 8 cents per candidate.

ADMISSION TO THE HIGH AND CONTINUATION SCHOOLS

Except where otherwise stated, the Entrance Board in the following Regulations means the High School Entrance Board of Examiners, consisting of the members appointed under the High Schools Act, excluding the additional members appointed under Sections 47 (3) and 48 (1) (a). Principal includes the teacher in a one teacher school. The members of an Entrance Board remain in office until their successors have been appointed.

1. *Mutatis mutandis* the following regulations apply to both the High and the Continuation Schools and, subject to them, candidates may be admitted to either the Lower School of the High or Continuation Schools on passing the Junior High School Entrance examination or to the Middle School on passing the Senior High School Entrance examination.

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION

SUBJECTS

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2.—(1) Candidates for admission to the Lower School of a High School shall have completed the courses in the subjects of the following groups in accordance with the Regulations for Form IV:—

GROUP I.—History, Art, Hygiene, and Nature Study.

In the case of candidates from schools where Manual Training, Household Science, or Agriculture and Horticulture is taken up in accordance with the Regulations as reported by the Departmental Inspector—

(a) Where the Entrance Board accepts the certificate of the Principal as provided in Regulation 4 below, it may prescribe in addition to the foregoing subjects Manual Training for boys, Household Science for girls, or Agriculture and Horticulture for boys and girls; and

(b) Where a written examination is held in subjects of Group I the Entrance Board may make the same prescription of the foregoing subjects as soon as, in the judgment of the Minister, examiners are available who are competent to set examination papers and to read answer papers, and who are not engaged in instructing candidates in the foregoing subjects.

GROUP II.—Oral Reading, Writing, Spelling, Geography, Grammar, Literature, Composition, and Arithmetic.

(2) (a) Candidates shall also have read carefully during the preceding school year the Golden Rule Book IV and at least three other suitable works in English Literature, selected by the Principal for each pupil from a list prescribed by the Minister. (See Circular 58.)

(b) At least the Golden Rule book shall have been read by the pupils in class.

(c) Candidates shall also have memorized the list of selections prescribed by the Minister. (See Circular 58.)

(3) (a) A certificate from the Principal that the provisions of 2 (2) (a) and (b) above have been duly carried out shall be transmitted to the Inspector at least one week before the examination begins, in the case of those who take the written examination, and at a time to be fixed by the Entrance Board, in the case of those who claim admission on the Principal's certificate.

(b) Without this certificate, the candidate shall not be granted a Junior High School Entrance certificate.

(4) The question papers in Literature will be based partly on passages from the Fourth Reader and partly on sight passages. On these papers the candidate's knowledge of the selections for memorization shall also be tested.

Limitation of Courses

3.—(1) If the Public School Inspector or Inspectors who are members of an Entrance Board deem it necessary in the condition of their schools to omit some of the topics or sub-topics of the Art and Nature Study of Form IV, he or they shall propose them to the Entrance Board, which may recommend to the Minister, with or without modifications, such proposed omissions.

(2) Where there are more Entrance Boards than one in an inspectorate, the omissions provided for above shall be proposed to each Board by the Public School Inspector or Inspectors and shall be settled by correspondence conducted, or at a conference called, by the Inspector or Inspectors, as he or they may deem it expedient.

(3) The Public School Inspector or Inspectors concerned shall report the recommendations of the Entrance Board or Boards to the Minister, with the reasons therefor and any report he or they may desire to make thereon, not later than October 1st in any year.

(4) On receipt of the Minister's decision, the Public School Inspector shall communicate it forthwith to the Separate School Inspector and the Principals of the Public and Separate Schools concerned, and to any other schools or candidates that may apply for information.

(5) When there are more Public School Inspectors than one in a High School district, the duties assigned in (1), (2) and (3) above to the Inspector shall be performed by the Chief or Senior Public School Inspector, as the case may be, after due consultation with his colleagues or colleague.

SCHEMES OF ADMISSION

4.—As provided by *The High Schools Act* and *The Continuation Schools Act* and subject to the Regulations herein contained an Entrance Board shall admit candidates to the Lower School of a High School in accordance with one of the following schemes and the Regulations pertaining thereto:

(1) (a) In the case of Group I, on a written examination in one or more of the subjects of the group on question papers prepared by members of the Entrance Board whose pupils are not candidates at the examination, the certificate of the Principal of the Public, Separate, or Normal Model School being accepted in the

case of the subject or subjects in which no examination is held; *or*, on the certificate of the Principal of the Public, Separate or Normal Model School in regard to all the subjects of the group.

(b) In the case of Group II, on a written examination in all the subjects of the group, on question papers prepared by the Department; *or* on the certificate of the Principal of the Public, Separate, or Normal Model School in regard to all the subjects of the group.

(2) The certificate of the Principal prescribed in (1), (a) and (b) above shall state that the candidates from his school whom he recommends for admission have completed to his satisfaction and in accordance with the Regulations the courses in the subjects to which his recommendation refers, and shall be accepted by the Entrance Board only after due investigation as provided in Reg. 11 (2) below.

(3) (a) As early as practicable in each school year, the Entrance Board shall decide which of the aforesaid schemes it will adopt, and shall promptly notify the Inspectors in charge of the Separate and Normal Model Schools in its district, of said scheme of admission; (b) the Inspectors concerned shall also promptly notify the Principals concerned of such decision.

INSTRUCTION.—As the main object of this scheme of admission is to relieve the schools of the pressure of an examination by outside examiners, this object will not be attained, if notification is not made early in the school year.

(4) On the report of the High or Continuation School Inspector that the attainments of the pupils admitted on the certificate of the Principal of a school are not satisfactory, the Minister may order that the system of admission be amended, or that, until further notice by him, the pupils from such school shall be admitted thereafter under the examination system.

(5) The Principal of a High or Continuation School may accept a Junior Public School Graduation Diploma in lieu of a Junior High School Entrance certificate.

(6) Candidates from schools which have not been inspected by a Public or Separate School Inspector or the Inspector of Normal Model Schools shall take the written examinations in all the subjects of both Groups.

(7) In the case of a school from which, as provided above, the Entrance Board admits candidates to the High Schools on the Principal's recommendation in the case of Group I or of Group II or of both Groups, candidates not so admitted shall be entitled to take the written examination for admission in the subjects of the Group or Groups concerned.

ADMISSION ON EXAMINATION

Centres and Dates

5.—(1) The written examination on the subjects of Group I shall be held annually at such centres and on such dates as the Entrance Board may select within the thirty days immediately preceding the examination in Group II, and a copy of each examination paper so set shall be sent to the Minister with the Entrance report.

(2) The written examination on the subjects of Group II shall be held annually in June at the centres provided in *The High Schools Act* in accordance with a time-table to be issued by the Minister from time to time.

Duties of Candidates and Inspectors ; Fees

6.—(1) Either directly or through the Principal, each candidate shall notify the Public School Inspector concerned before April 15th of the examination centre at which he purposes writing.

(2) Except with the approval of the Public School Inspector or Inspectors concerned, each candidate shall write at the examination centre within the inspectorate nearest the school at which he was prepared for the examination.

(3) The Inspector shall notify the Deputy Minister not later than April 20th in each year, on a form to be supplied by the Department, of the number and location of the Entrance centres in his inspectorate, the name and address of each Presiding Officer, and the probable number of candidates for examination at each of such centres. Immediately thereafter he shall send to each Presiding Officer one copy of the Circular of Instructions.

(4) Candidates shall pass in both Group I and Group II in the same year.

(5) Where candidates are charged fees, as provided in *The High Schools Act*, such fees shall be paid to the Chief Presiding Officer at each centre before the close of the first day of the examination, and shall be paid over at or before the close of the written examination to the Treasurer of the County or of the High School Board, as the case may be.

Principal's Report

7.—(1) (a) Before the examination begins, a report as to the standing of his candidates in the subjects of the examination shall be sent by every Principal to the Public School Inspector for the consideration of the Entrance Board in connection with the examination results.

(b) Only the names of the candidates who, in the judgment of the Principal, have satisfactorily completed the course for this examination may be included in the report.

(2) On application to the Deputy Minister, blank forms for the use of Principals in making their reports on the standing of their candidates at the examination will be sent to the Inspector, who shall state the number required.

(3) (a) The reliability of the Principal's report shall be tested by a comparison of the marks assigned to each of the candidates in his report with those obtained by the candidates at the examination.

(b) A report that does not meet the foregoing test satisfactorily shall not be taken into account in settling the results.

Valuation of Answer Papers

8.—(1) (a) At the examination in Group II the answer papers shall be valued and the results reported to the Minister by the Entrance Board.

(b) The marks for the subjects of Group II shall be apportioned as follows:—

Oral Reading, Writing, Spelling, each 50; Literature, Grammar, Composition, Geography, and Arithmetic, each 100.

(c) At the examination in Group I each subject shall be valued at 100 marks.

(2) (a) Two marks, and not more, shall be deducted for each misspelt word in the answer paper in Spelling; but, if the error consists in the misuse or the omission of a capital, a hyphen, or an apostrophe, only one mark shall be deducted.

(b) In addition to the deductions for mistakes in the answer paper in Spelling, reasonable deductions shall be made for misspelling in all the other answer papers in the Group or Groups.

(c) Deductions shall also be made in the subjects of each group for lack of neatness.

(3) Deductions made under Regulation (2) (a) and (b) above shall be recorded on the back of the candidate's answer papers.

Pass and Honour Standing

9.—(1) (a) (i) At the examinations in Group II, a candidate who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks shall be entitled to Pass standing in the Group.

(ii) A candidate who obtains 40 per cent. of the marks in each subject and 75 per cent. of the aggregate of the marks for the examination shall be entitled to Honour standing.

(b) When a written examination is held in any or all of the prescribed subjects of Group I, the Pass percentages shall be fixed by the Entrance Board. At this examination the results shall be settled by the Entrance Board.

(2) When a candidate is near the Pass mark in either Group, the members of the Entrance Board, and the Assistant Examiners, when needed, shall re-read as many of his answer papers as may be necessary to settle the question of his fitness to take up High School work.

(3) At the examinations in Group II the Entrance Board may recommend to the Minister for Pass standing a candidate who has failed in only one subject, but has made at least 25 per cent. in said subject and who has made, above the prescribed aggregate, not less than 4 marks for each defect of one mark in the subject.

(4) (a) After due investigation the Entrance Board may admit in Group I and may recommend to the Minister for admission in Group II, a candidate whose case deserves special consideration on account of age, illness, or family bereavement affecting the examination, or other like unavoidable causes of failure at or absence from all or part of the examination, whose parents or guardian undertake that he shall enter a High School the following September, and who, in the judgment of the Entrance Board and of the Principal of the school in which he was prepared, is

able to take up the work of the High School. In the case of Group II, full particulars shall be given in the report to the Minister.

(b) Allowance for age shall not be made in the case of a candidate—

- (i) who is not at least fifteen years of age; or
- (ii) who makes less than 25 per cent. of the marks in any subject; or
- (iii) who, in the opinion of the Entrance Board, is not able to carry on the work of the High School.

(5) In making allowances, the Entrance Board shall also take into account the Principal's report provided for in Regulation 7, and when, in the case of Group II, special allowance is recommended in consideration of the report, this fact shall be noted in the "Remarks" column of the Entrance Board's report to the Minister.

(6) (a) The Chairman of the Entrance Board may also submit a case to the Board for reconsideration on the complaint of any candidate or of any other person, made at least one week before the re-opening of the High or Continuation school.

(b) The Entrance Board shall dispose of such cases not later than the beginning of the week before the re-opening of the High or Continuation school.

Appeals

10. Candidates who have been finally rejected by the Entrance Board may have their papers re-read on lodging an appeal with the Deputy Minister before the reopening of the school, and on paying a fee of \$2.00, which will be returned if the appeal is sustained.

ADMISSION ON CERTIFICATE

11.—(1) When, as provided in Regulation 4 above, an Entrance Board decides to consider the expediency of adopting the scheme of admitting candidates from a school on the Principal's certificate in Group I or Group II or in both Groups, it shall direct the Inspector concerned to make a report to said Board in the case of each school in his inspectorate preparing candidates for admission to the High Schools as to whether the subjects prescribed therefor in Groups I and II respectively are being taken up to his satisfaction in all the Forms of the school, having regard to the character of the teaching, the organization, and the management.

(2) In the event of the Entrance Board's deciding, on said report, to admit candidates on the certificate of the Principal of any of said schools, the Secretary shall, promptly thereafter, notify the Principal of the Board's decision, and shall direct him to forward to the Secretary of the Entrance Board, on a date, not later than June 1st, to be fixed by it, for the consideration of said Board a certified list of the candidates recommended, and a certified copy of the time-table in use in Form IV since the Inspector's last visit, with copies of the promotion examination papers in the Group or Groups set for the pupils of Form IV and with the results of said examinations, and any other records or particulars the Entrance Board may require. The Entrance Board shall settle which candidates on the Principal's list shall be admitted.

(3) (a) The Entrance Board's decision as to the acceptance or rejection of the candidates listed in the Principal's certificate shall be forwarded by the Secretary of the Board to the Principal, so that he may receive the notice not later than one week before the written examination in the Group or Groups.

(b) The Principal shall communicate the Board's decision to the pupils concerned, but he shall not give any information on the subject to the general public.

(4) If the Entrance Board desires any modification of the above scheme, it shall apply to the Minister for his approval, before putting it into operation.

ADMISSION BETWEEN EXAMINATIONS

12. A candidate who has attended a private school in Ontario or any school elsewhere, and who, for reasons satisfactory to the Principal and the Public School Inspector, or the local Chief or Senior Public School Inspector, as the case may be, did not present himself at the preceding Entrance examination, may be admitted to a High School, provided that, after due investigation and examination, he is, in their judgment, able to take up the work of the High School, and that before such admission the Minister approves of the recommendation therefor, duly signed by the Principal and the Inspector and setting forth the age, the school record, and the attainments of the candidate, and the reason why he did not present himself at the examination.

ORGANIZATION OF THE ENTRANCE BOARD

Composition

13. Except for special reasons approved by the Minister, no Entrance Board shall consist of fewer than three members.

CHAIRMAN

14.—(1) The High School Principal, or one of the High School Principals to be selected from time to time by the Entrance Board when there are more High School Principals than one, shall be the Chairman of the Entrance Board.

(2) The Inspector or the Senior Inspector, as the case may be, shall be the Chairman of an Entrance Board on which there is no High School Principal.

15.—(1) The Chairman of an Entrance Board shall call and preside over the meetings of the Board.

(2) He shall see that the Board performs all the duties assigned to it by the Regulations.

(3) He shall sign all certificates and reports and shall see that they are forwarded by the Secretary in due time.

(4) He shall certify to and transmit the necessary statements for all payments due the members of the Entrance Board.

SECRETARY

16.—(1) The Public School Inspector, or one of the Public School Inspectors to be selected from time to time by the Entrance Board when there are more than one Inspector, shall be the Secretary of the Entrance Board. When, in the judgment of the Entrance Board, the amount of work is too great for one Secretary, it shall appoint one or more Assistant Secretaries, who shall hold the qualifications of a member of the Entrance Board.

(2) (a) Where there is an Entrance examination, the Secretary or Secretaries shall enter and total in the minute book or other record the marks as reported by the Examiners, and, by indicating the passes, the doubtful cases, and the failures in subjects and totals, shall prepare the case of each candidate for the consideration of the Entrance Board.

(b) Where candidates are admitted under Regulation 11, the Secretary or Secretaries shall record the data which the Entrance Board accepted in making the admissions on the Principal's recommendation, and the reasons for rejection when the Board did not accept such recommendation.

(c) The Secretary or the Secretaries shall also keep the other minutes of the Board, and shall forward the prescribed reports to the Minister and the certificates to the successful candidates and their marks to the unsuccessful candidates.

(3) In an inspectorate in a territory without county organization where there is no High School, the Inspector shall perform the duties of both Secretary and Chairman.

EXAMINERS

17.—(1) The members of the Entrance Board shall arrange among themselves the division of the examination of the subjects.

(2) No Examiner, whether he be a member of one or of more than one Board, shall have assigned to him for valuation, at the examination in Group I or Group II, more than the equivalent of all the answer papers of 75 candidates.

(3) Where an Inspector is a member of two or more Entrance Boards, he shall consult with the Chairman of each regarding the dates of the Board meetings and the number of answer papers to be assigned to him for examination, in order that (1) above may be duly observed, and that he may be able to attend the meetings of each Board.

(4) Where the foregoing Regulation necessitates the appointment by the Entrance Board of Assistant Examiners, as provided by *The High Schools Act*, preference shall be given in the following order to Examiners qualified under said Act and competent in the judgment of the Board:

(a) Teachers actually and regularly engaged in teaching in a Public or Separate School the classes not lower than those of Form IV.

(b) Teachers actually and regularly engaged in teaching the lowest classes of a High or Continuation School.

18.—(1) As far as practicable, the answer papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout, provided always that no Examiner shall read the answer papers of his own pupils or of pupils prepared in the school in which he is engaged.

(2) (a) As far as practicable, when the reading of the answer papers begins, all the members of the Entrance Board shall value together enough of the answer papers in each subject to enable them to maintain a uniform and adequate standard.

(b) In order also to secure as far as practicable uniformity of standard two or more Entrance Boards may jointly value the answer papers and settle the results.

(3) No one shall be permitted to examine the answer papers except the members of the Entrance Board and the Assistant Examiners.

(4) When so directed by the Entrance Board, the Oral Reading of candidates in urban schools may be examined at said schools by a member or a committee of members of the Board, as the Board may decide, during the school days immediately preceding those on which the Entrance examination is held, and in accordance with a time-table approved by the Principal of the Public or Separate School.

PRESIDING OFFICERS

19.—(1) At each centre there shall be a Chief Presiding Officer and such Assistant Presiding Officers as may be required under (4) below. The chief presiding officer shall have the general oversight of the examination and the custody of the question and the answer papers, and both he and the assistant presiding officers shall be responsible directly to the Minister for the proper performance of their duties.

(2) The Principal of the High School shall be the chief presiding officer at his own school, and the Inspector may be the chief presiding officer at any other centre he may select.

(3) The other chief presiding officers, and the assistant presiding officers, shall be appointed and located by the Entrance Board.

(4) The number of candidates under each presiding officer shall not exceed forty.

(5) No presiding officer shall preside over his own pupils.

EXPENSES OF EXAMINATION

20.—(1) A Presiding Officer at the examination in Group I or Group II shall be paid at the rate of \$5.00 a day, and an Assistant Presiding Officer at the rate of \$4.00 a day, for presiding at the examination.

(2) A Presiding Officer whose place of residence is not at the centre where he presides shall be allowed the usual cost of conveyance for one return trip between his place of residence and the centre at which he presides.

(3) An Examiner in Group I or Group II whose place of residence is not at the centre where the meetings of the Entrance Boards are held shall be allowed for each meeting of the Board the usual cost of conveyance for one return trip between the centre and his place of residence.

(4) Except with the consent of the High School Board, the Board of Education, or the County Council, or the Minister, as the case may be, the allowance for said conveyance shall not exceed \$3.00.

21.—(1) (a) The Examiners who set the question papers in Group I shall be paid at the rate of \$5.00 a paper.

(b) The Examiners who read the answer papers of candidates at the examination in Group I shall be paid at the rate of 10c. an answer paper, and at the examination in the subjects of Group II at the rate of 75c. a candidate.

(2) The Secretary shall be paid at the rate of \$5.00 per day of six hours for secretarial work in connection with the Entrance results when not performed at regular meetings of the Entrance Board, but his total remuneration for both the secretarial work and the reading of answer papers shall not exceed the amount provided for each of the other members of the Entrance Board under Regulation 17 (2) above; and when one or more assistant Secretaries are appointed the total remuneration of each for the same duties shall not exceed the total remuneration of the Secretary.

(3) For attendance at the meetings of the Entrance Board when making arrangements for the examinations or when settling the results both in the case of the written examination and the acceptance of the teacher's certificate, each member attending shall be entitled to \$5.00 per day of six hours' work, in addition to the fee to which he is entitled under (1) and (2) above.

22.—(1) All payments under the High School Entrance Regulations shall be made on the itemized statement of the Chairman, as provided in *The High Schools Act*; but this statement shall not be rendered until the Minister has approved of the Entrance Board's report of the examination.

(2) The School Board at a centre, whether in a county or a territory without county organization, shall pay the cost of the stationery and any other necessary supplies and all other incidental expenses.

(3) A refund of any payment made to a Presiding Officer or Examiner may be required by the High School Board, the Board of Education, the County Council in any case where it has been found subsequently to such payment that the Regulations have not been fully observed, and it shall be the duty of the Entrance Board to report to the School Board or the County Council for its action in any such case.

REPORTS TO THE DEPARTMENT AND THE SCHOOL BOARD

23.—(1) (a) Where candidates are admitted either by written examination or on the certificate of the Principal, the Entrance Board shall transmit to the Deputy Minister, for the Minister's consideration, not later than fifteen days after the close of the examination, the report in the case of each candidate, in accordance with the particulars specified in the official form, with a solemn declaration, signed by the members of the Board, that the provisions of the Regulations have been duly observed.

(b) Under no circumstances shall any information whatever, concerning the results, be made public until the Secretary of the Board has received the Minister's decision as to the reports submitted to him.

(c) The marks obtained by the candidates, whether they have been successful, or have failed, shall not be made public, but unsuccessful candidates are entitled to their marks.

(d) After the receipt of the Minister's decision the Secretary of the Entrance Board shall, on the application of the High School Board or Board of Education, supply it with the list of the successful candidates and their addresses.

(2) Each High School Entrance Board shall submit to the Minister a report of the Entrance tests in Groups I and II in three parts:

(a) Part I shall contain the names and ages of the candidates who have passed in each Group either on the certificate of the Principal or on obtaining the prescribed percentages at a written examination without a re-reading of the answer papers.

(b) Part II shall contain (i) the names and ages of those who, after a re-reading of one or more of their answer papers, have passed in both Groups either on the certificate of the Principal for one Group and on a written examination in the other Group, or on a written examination in both Groups, and (ii) a statement of the marks in each subject of the written examination.

(c) Part III shall contain the names and ages and also a statement of the marks in each of the subjects of the written examination of those who have been recommended under Regulation 9 (3) and (4) with reasons in detail for the recommendation.

DISPOSAL OF ANSWER PAPERS

24.—(1) Except as provided in Regulation (2) (a) below, or when required by the Minister, the answer papers of candidates at the examination in Groups I and II shall not be forwarded to the Department, but shall be retained by the Secretary until May 31st of the following year.

(2) (a) The Board shall send per prepaid express, concurrently with the sending of its report, the answer papers in Groups I and II of all the candidates whose names appear on Parts II and III of the report, and copies of the question papers, if any, for the examination of Group I [see Reg. 5 (1)] together with a statement of the percentage standard set. The answer papers for each centre shall be arranged by subjects and tied in one parcel, and the parcels for the several centres shall be returned in one of the bags provided.

(b) The bag in which the question papers are shipped to the Presiding Officer, shall be returned to the Department (charges prepaid) *at the same time as the reports are sent.*

NIGHT HIGH SCHOOLS

Scheme of Admission

25.—(1) Subject to the Regulations, a candidate shall be entitled as provided by *The High Schools Act*, to enter a High School, conducted at night, when, in the opinion of a Night High School Entrance Board, consisting of the Principal of the High School and the Public School Inspector or the local Chief or Senior Public School Inspector of the High School District, after due examination or other investigation, he is competent to take up the subjects as prescribed by the Regulations; but such admission shall not admit to the High School when conducted by day.

(2) Candidates who hold Junior High School Entrance or higher certificates shall also be entitled to admission.

Organization of the Board

26.—(1) Of the Night High School Entrance Board, the Principal of the Night High School shall act as Chairman, and the Inspector or the local Chief or Senior Inspector, as the case may be, shall act as Secretary.

(2) When the number of applicants is too large to allow the completion of the report, as prescribed under Regulation (3) (a) below, the Night High School Entrance Board may appoint, for the purpose of examining the applicants and of reporting the results, one or more persons who shall be duly qualified for membership of a High School Entrance Board.

Conduct and Expenses of the Examination

(3) (a) Within two weeks after the application of a candidate, the Board shall submit for the consideration of the Minister, on an official form to be obtained from the Department, the following particulars in regard to said candidate:

Age, schools attended, school and examination record, result of the Board's investigation or examination, and the subject or subjects of the High School Course which the candidate wishes to study.

(b) The certificate of admission provided for below shall set forth the subject or subjects of the classes to which the candidate has been admitted.

(4) On the submission of an itemized statement by the Chairman of the Night High School Entrance Board, the High School Board or the Board of Education shall pay:—

(a) Each member and examiner of the Night High School Entrance Board \$5.00 per period of six hours' work in connection with the admission of candidates; and—

(b) The cost of the stationery or any other necessary supplies and all incidental expenses.

CERTIFICATES

27.—(1) Subject to the appeal provided for in Regulation 10, and in every case, to the Minister's approval, the decision of a High School Entrance Board shall be final with regard to the admission or rejection of any candidate.

(2) Each candidate admitted to a High School shall be entitled to a certificate signed by the Chairman and the Secretary of the Entrance Board.

SENIOR HIGH SCHOOL ENTRANCE EXAMINATION

SUBJECTS

28.—(1) An examination for admission to the Middle School of a High School will be held in June of each year at such centres as the Minister may select, and in accordance with a time-table to be issued by him from time to time.

(2) The subjects of examination shall be those prescribed for Form V of the Public and Separate Schools, as follows:—

Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, British and Canadian History, Arithmetic, and Algebra and Geometry, together with (a) Elementary Science and Art, or (b) Latin and French, or (c) Latin and German.

NOTE.—A candidate who obtains a Senior High School Entrance Certificate, taking Art and Elementary Science shall have the right to enter a Model School on complying with the other conditions for admission. Such certificate will also be accepted in lieu of passing the Lower School examination for admission to the Normal Schools or Faculties of Education.

(3) (a) The examination in English Literature shall be based partly on sight passages and partly on passages from the Literature prescribed. (See Circular 58.)

(b) The candidate's knowledge of the selections prescribed for memorization shall be tested on the Literature paper. (See Circular 58.)

(4) (a) A duly admitted candidate may also take at this examination as a bonus the question paper in the Lower School Course in Book-keeping and Writing, Manual Training, Household Science, or Agriculture and Horticulture, and shall have the marks obtained thereon added as a bonus to the aggregate of his marks on the obligatory papers, provided (i) that he makes at least 50 per cent. of the maximum of marks assigned to the subject selected, (ii) that the Principal submits to the Public School Inspector with his application a certificate that up to the date thereof he has taken up practically, the course in said subject, as prescribed by the Regulations, and (iii) that the Inspector concerned has approved of the course as being in accordance with the Regulations.

(b) The Inspector's official report shall be made to the Minister within one month after his visit. It will then be communicated to the school concerned.

ADMISSION

29.—(1) Only candidates who are in attendance at a school where only Lower School work is taken up, shall be admitted to the Senior High School Entrance examination.

(2) Candidates shall make application to the Public School Inspector before May 1st on an official form to be obtained from him.

(3) The fee for this examination shall be \$5.00, \$3.00 of which the Inspector shall forward to the Department and \$2.00 to the Board of the School at which the examination is held. All or part of the fee may be paid by the County Council or the Board of the School from which the candidate comes.

(4) (a) The candidate shall submit to the Public School Inspector, with his application, a certificate from the Principal that he has read carefully during the year preceding the examination, in addition to the works prescribed for the examination, at least four suitable works in English Literature, part prose and part poetry.

(b) The candidate shall also submit to the Public School Inspector a certificate from the Principal, that, up to the date thereof he has taken up, practically, as prescribed by the Regulations, the courses in Art and Elementary Science on which he intends to write at his examination, and that the Inspector concerned has approved of the courses as being in accordance with the Regulations.

(5) The Inspector's official report shall be communicated to the School as soon as practicable after his visit of inspection.

(6) Unless the conditions prescribed in Regulations 28 (4) and 29 (1)-(4) are fully complied with, the Public School Inspector shall not admit the candidate to the examination.

CONDUCT OF THE EXAMINATION

30.—(1) (a) The question papers shall be prepared, the answer papers valued, and the results settled by the Department.

(b) The distribution of the question papers, the conduct of the examination at the various centres, the reading of the answer papers, and the settlement and communication of the results shall be provided for by the Minister.

(c) The School Board at each centre, or the County Council, as the case may be, shall pay the cost of stationery and any other necessary supplies and all other incidental expenses. It shall also pay the cost of any additional presiding that may be necessary.

(2) The examination in Reading shall be conducted by a local Examiner with at least a Permanent Second Class certificate, recommended by the Public School Inspector and approved by the Minister, and shall include questions on the principles based on the passages read by the candidate.

(3) The Writing in 28 (2) above shall be judged from the answer papers in one of the other subjects to be determined by the Minister from time to time. The paper in Book-keeping and Writing shall contain one or more questions testing the candidate's skill in Penmanship.

31.—(1) There shall be a question paper in each subject except Writing and Reading.

(2) The maximum for Writing shall be 50.

(3) The maximum for Reading shall be 50, of which 35 shall be for Oral Reading and 15 for questions on the principles based on the selection read.

(4) There shall be one question paper in each of the bonus subjects, the maximum being 50.

(5) The maximum for each of the other examination papers shall be 100.

(6) (a) The standard for Pass shall be 40 per cent. in each subject, and 60 per cent. of the aggregate marks.

(b) The standard for Honours shall be 40 per cent. in each subject and 75 per cent. of the aggregate marks.

TEACHERS' REPORTS

32.—(1) (a) A report signed by all the teachers concerned, as to the standing of their candidates, shall be submitted to the Minister by the Principal before the beginning of the examination.

(b) Only the names of the candidates who, in the opinion of the teachers, have completed satisfactorily the courses for examination may be included.

(c) The official forms of report may be obtained on application to the Department.

(2) This report shall be tested as prescribed in Regulation 7 (3) for the Junior High School Entrance examination, and, when satisfactory, shall be taken into account in settling the results.

REPEAL OF REGULATIONS

All former Regulations of the Department of Education that are inconsistent with the Regulations in Parts I and II herein are hereby repealed.

PART III

Extracts from the Statutes Annual or Special Meetings of Rural School Boards

Extracts from The Statutes

PUBLIC SCHOOLS ACT, R.S.O., 1914

PUBLIC SCHOOLS TO BE FREE

6.—(1) All schools established under this Act shall be free public schools, and every person between the ages of five and twenty-one years, except persons whose parents or guardians are separate school supporters, shall have the right to attend some such school in the urban municipality or rural school section in which he resides.

(2) Children between the ages of four and seven years may attend kindergarten schools, subject to the payment of such fees as to the board may seem expedient.

(3) Every corporation, society, agent, or person having the custody of a child, and being a public school supporter, shall be entitled to send such child to the public school of the municipality or school section in which the child resides as if he were the child of a ratepayer in such municipality or school section; and every such corporation, society, agent or person shall be subject to the provisions of *The Truancy Act* in the same manner and to the same extent as a ratepayer.

SCHOOL YEAR AND HOLIDAYS

7.—(1) The school year shall consist of two terms, the first of which shall begin on the first day of September and shall end on the twenty-second day of December, and the second of which shall begin on the 3rd day of January and end on the 29th day of June.

(2) Every Saturday, every public holiday, the week following Easter Day, and every day proclaimed a holiday by the authorities of the municipality in which the teacher is engaged shall be a holiday in public schools.

(3) With the approval of the inspector, the board of a rural school section may substitute holidays in some other part of the year for part of the time herein allowed for Easter and midsummer vacations to suit the convenience of pupils and teachers, provided always that the same number of holidays be allowed in each year.

(4) When there is no county organization, the inspector, subject to an appeal to the Minister, may determine the length of time, which shall not be less than six months, during which a school shall be kept open each year, and it shall be the duty of the board to keep the school open during the whole of the time so determined.

RELIGIOUS INSTRUCTION

8.—(1) No pupil in a public school shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, objected to by his parent or guardian.

(2) Subject to the Regulations, pupils shall be allowed to receive such religious instruction as their parents or guardians desire.

SCHOOL VISITORS

9.—(1) Judges, members of the Assembly and members of municipal councils, shall be school visitors in the municipalities where they respectively reside, and every clergyman shall be a school visitor in the municipality where he has pastoral charge.

(2) School visitors may visit public schools, may attend any school exercises, and at the time of any visit may examine the progress of the pupils and the state and management of the schools, and give such advice to the teachers and pupils and any others present, as they deem expedient.

DUTIES OF TRUSTEES

73.—It shall be the duty of the boards of all public schools and they shall have power:—

(a) To appoint a secretary and a treasurer or a secretary-treasurer, who may be a member of the board, and to appoint such committees, officers and servants as may be deemed expedient;

(b) To fix the time and place of meetings of the board, the mode of calling and conducting them, and of keeping a correct account of the proceedings of such meetings and to transmit to the Minister all returns and reports required by the Regulations;

(c) In the case of a rural school board, at the first meeting of the board to examine the school house, outbuildings and school furniture, maps and apparatus, with a view to ascertain what repairs or improvements may be necessary, and to make suitable provision for lighting fires and keeping the school house and premises in a cleanly and sanitary condition by appointing some person for that purpose;

(d) To provide adequate accommodation for all children between the ages of five and sixteen years resident in the municipality, and in the case of rural schools for two-thirds of such children resident in the section, as ascertained in both cases by the school census taken by the assessor in the next preceding year, and in computing such residents the children of persons on whose behalf a separate school has been established under *The Separate Schools Act* shall not be included;

(e) To acquire or rent school sites and premises, and to build, repair, furnish and keep in order the school houses, furniture, fences and all other school property, and to keep the wells, closets and premises in a proper sanitary condition;

(f) To procure registers, maps, globes, apparatus and, if deemed expedient, prize books, and to establish and maintain school libraries;

(g) To determine the number, grade, territorial boundaries and description of schools to be opened and maintained; the teachers to be employed; the terms on which they are to be employed and their remuneration and rank, whether principals or assistants;

(h) To keep open each school during the whole period of the school year, except where it is otherwise provided by this Act, and if deemed expedient to establish kindergartens and classes for industrial training and instruction in household science; and establish school gardens and summer or vocational schools;

(i) In the case of a rural school board, to ascertain and report to the Minister at least once in each year the names and ages of all children of school age who are blind or who are deaf and dumb and who would otherwise be required to attend the school under their charge;

(j) To provide and pay for such dental and medical inspection of the pupils as the Regulations may prescribe, or, in the absence of Regulations, as the board may deem proper;

(k) To expel from the school a pupil who is adjudged by the board and the teacher to be so refractory that his presence in school is injurious to the other pupils;

(l) If deemed expedient, to purchase for the use of pupils text-books and other school supplies, and either to furnish the same to the pupils free of charge or to collect for the use thereof from their parents or guardians a sum not exceeding twenty cents per month per pupil to defray the cost thereof;

(m) If deemed expedient, to exempt any indigent person from the payment of school rates, in whole or in part, and to notify the clerk of the municipality of such exemption on or before the first day of August, and where deemed necessary to provide for the children of such person text-books and other school supplies at the expense of the board;

(n) To provide and pay, in the case of urban schools, salaries of inspectors, teachers, instructors and other officers and employees of the board, repairs to buildings, furnishings, fuel, light, stationery, equipment, insurance and miscellaneous expenses, including travelling expenses of trustees and officers of the board incurred by the authority of the board;

(o) To submit to the municipal council, on or before the first day of August or at such time as may be required by the council, an estimate for the current year of the expenses of the schools under their charge;

(p) To provide, in the case of rural schools, for the payment of a secretary's and teachers' salaries quarterly and, if necessary, to borrow on the promissory note of the board, under its corporate seal, at interest not exceeding six per cent. per annum, such moneys as may be required for that purpose until the taxes imposed therefor are collected;

(q) To submit, in the case of urban municipalities, all accounts, books and vouchers to be audited by the municipal auditors whose duty it shall be to audit the same, and to publish as soon as the audit is made in one or more of the public newspapers, or otherwise, an abstract of the annual report of the auditors with their findings and recommendations;

(r) To take possession of all property acquired or given for public school purposes and to hold the same according to the terms on which it was acquired or given; and to dispose, by sale or otherwise, of any school site or property not required in consequence of a change of site or other cause; to convey the same under their corporate seal, and to apply the proceeds thereof for school purposes or as directed by this Act;

(s) To supplement out of school funds, as deemed expedient, any allowance payable under this Act to superannuated teachers;

(t) To execute the agreement with each teacher required by subsection 1 of section 87, and to procure the execution thereof by the teacher before he enters upon his duties;

(u) To permit the school house and premises to be used for any educational or other lawful purposes which may be deemed proper, provided the proper conduct of the school is not interfered with;

(v) If deemed expedient, and subject to the Regulations, to establish, conduct and maintain free lectures open to the public, and to include in their estimate for the current year the expense thereof.

(w) If deemed expedient, to dismiss the secretary or treasurer at any time and thereupon to make a new appointment to fill the vacancy;

(x) If deemed expedient, to provide books, stationery and other materials necessary in connection with the establishment and maintenance of a Penny Savings Bank, or any system introduced for the encouragement of thrift and the habit of saving.

71.—The board of a city, when so requested in writing by a charitable organization having the charge of children of school age, may employ teachers for such children and may furnish for their use all school supplies and such children shall be considered public school pupils and shall be subject to the provisions of this Act.

75.—(1) An urban board may expend such sums as it may deem expedient for establishing and maintaining cadet corps and in promoting and encouraging gymnastics and other athletic exercises, but such sums shall not exceed \$200 per annum when the annual registered attendance of pupils does not exceed 3,000 and \$50 additional for each additional thousand in attendance.

(2) The board may also provide uniforms for classes in military drill.

(3) Where a board of education has been established in any city or town the allowance for games to high schools and public schools may be consolidated, and games for the high schools and public schools held on the same day.

76. The board may pay the travelling expenses of any member of the board or of any teacher in the employment of the board incurred in attending the meetings of the Ontario Educational Association or other like association of teachers or trustees in Ontario.

DUTIES OF TEACHERS

84. It shall be the duty of every teacher:—

(a) To teach diligently and faithfully the subjects in the public school course of study as prescribed by the Regulations; to maintain proper order and discipline in the school; to encourage the pupils in the pursuit of learning; to inculcate by precept and example, respect for religion and the principles of Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;

(b) To use the English language in instruction and in all communications with the pupils in regard to discipline and the management of the school, except where it is impracticable to do so by reason of the pupil not understanding English, but recitations requiring the use of a text-book may be conducted in the language of the text-book;

(c) To see that the school house is ready for the reception of pupils at least fifteen minutes before the time of opening in the morning and five minutes before the time of opening in the afternoon; to call the roll every day according to the register prescribed by the Regulations; to enter in the visitors' book visits made to the school; to give the inspector, trustees and visitors access at all times to the register and visitors' book; and to deliver the register, the school house key and other school property in his possession to the board on demand, or when his agreement with the board has expired, or when for any reason his engagement has ceased;

(d) To classify the pupils according to the courses of study prescribed by the Regulations; to conduct the school according to a time-table accessible to pupils and visitors; to prevent the use by pupils of unauthorized text-books; to attend regularly the teachers' institutes in the inspectorate; to notify the board and inspector of his absence from school, and the cause thereof; and to make at the end of each school term, and subject to revision by the inspector, such promotions from one class or form to another as he may deem expedient;

(e) To hold closing exercises of the school, and to give due notice thereof to the board, to any school visitors who reside in the school section, and through the pupils, to their parents or guardians, and to hold such other examinations as may be required by the inspector for the promotion of pupils, or for any other purpose as the inspector may direct;

(f) To furnish to the Minister and the inspector any information which it may be in his power to give respecting the condition of the school premises, the discipline of the school, the progress of the pupils and any other matter affecting the interests of the school, and to prepare such reports of the board as are required by the Regulations;

(g) To give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school house, to the care of all maps, apparatus and other school property, to the preservation of shade trees and the orderly arrangement and neat appearance of the playgrounds, and to report promptly to the board and to the municipal health officer the appearance of any infectious or contagious disease in the school, or the unsanitary condition of the school house, outhouses or surroundings;

(h) To refuse admission to the school of any pupil who he believes is affected with, or exposed to chicken-pox, smallpox, cholera, glanders, scarlet fever, scarlatina, diphtheria, whooping cough, measles, mumps or other infectious or contagious disease or consumption until furnished with a certificate of a medical health officer or of a duly qualified medical practitioner approved by him that all danger from exposure to contact with such pupil has passed;

(i) To suspend any pupil guilty of persistent truancy or persistent opposition to authority, habitual neglect of duty, the use of profane or improper language or conduct injurious to the moral tone of the school, and to notify the parent or guardian of the pupil and the board, of such suspension, but the parent or guardian of any pupil suspended may appeal against the action of the teacher to the board which shall have power to remove, confirm or modify such suspension.

85. A teacher who refuses to deliver to the board any visitors' book, school register, school house key or any other school property in his possession shall not be a qualified teacher until restitution is made, and he shall also forfeit any claim which he may have against the board.

CHANGE OF AUTHORIZED TEXT-BOOKS

86. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the board and subject to the Regulations.

AGREEMENTS

87.—(1) Every agreement between a board and a teacher shall be in writing signed by the parties thereto and sealed with the seal of the board.

(2) No person shall be employed or act as a teacher unless he holds a certificate of qualification.

(3) Unless otherwise expressly agreed, a teacher shall be entitled to be paid his salary in the proportion which the number of days during which he has taught bears to the whole number of teaching days in the year.

(4) Every teacher shall be entitled to his salary notwithstanding his absence from duty on account of sickness for a period not exceeding four weeks in any one year of his employment if the sickness is certified to by a physician, or in a case of acute inflammatory condition of the teeth or gums, by a licentiate of dental surgery, but the period of four weeks may in any case of sickness be allowed and extended at the pleasure of the Board without a certificate.

(5) If at the expiration of a teacher's engagement his salary has not been paid in full, the salary shall continue to run at the rate mentioned in the agreement until paid, if an action to recover it is commenced within three months after the salary is due and payable.

(6) All matters of difference between boards and teachers in regard to salary or other remuneration, whatever may be the amount in dispute, shall be determined in the Division Court of the division where the cause of action arose, subject to appeal, as provided by this Act.

(7) If it appears to the Judge on the trial of an action for the recovery of a teacher's salary that there was reasonable ground for the board disputing its liability, and that it was willing and offered to pay the teacher any sum not so in dispute, the Judge may relieve the board from the liability imposed by subsection 5, in whole or in part.

TEACHERS' CERTIFICATES

88.—(1) Subject to the Regulations, any British subject of good moral character and physically fit to perform the duties of a teacher and who passes the examination prescribed by the Regulations, may be awarded a certificate of qualification as a teacher according to the Regulations.

(2) Certificates granted before the 15th day of February, 1871, shall remain in force according to the terms of the Act under which they were granted.

(3) First Class certificates issued before the 15th day of February, 1871, and valid on the 24th day of March, 1874, shall be valid throughout Ontario during good conduct.

(4) Second Class certificates issued before the 15th day of February, 1871, and valid on the 24th day of March, 1874, shall, if the holders thereof have taught for ten years in Ontario, be valid during good conduct within the territory for which they were granted.

(5) All other certificates shall be valid for such periods as the Regulations prescribe.

(6) The inspector may suspend the certificate of any teacher in his inspectorate for inefficiency, misconduct, or a violation of this Act or of the Regulations or for wilful neglect or refusal to carry out his agreement with a board, and he shall notify in writing the Minister, the board concerned and the teacher of such suspension and of the reasons therefor.

(7) The teacher may appeal to the Minister who may make such order or orders with regard to the suspension as he deems proper.

TEACHERS' INSTITUTES

89.—(1) Subject to the Regulations, teachers may organize themselves into Teachers' Institutes for the purpose of receiving instruction in methods of teaching and for discussing educational methods.

(2) The Minister may out of any money appropriated for that purpose apportion \$25 to each teachers' institute so organized, and conducted according to the Regulations, where the number of teachers in an inspectorate or united inspectorate is one hundred or less, and where it is more than one hundred, \$25 for each additional one hundred or portion thereof, and the council of each county, city, or separated town, or town in territory without county organization shall pay annually to the president of each teachers' institute established within such county, city, or town a sum at least equal to the amount so apportioned.

(3) If the teachers in an inspectorate composed of a city and part of a county are united in one teachers' institute, the corporation of each municipality shall pay its share of the equivalent of the legislative grant in the proportion that the number of teachers in each inspectorate bears to the total number of teachers in the combined inspectorates.

(4) In territory without county organization the Minister may apportion \$50 to each teachers' institute where there is no city or town council liable for such contribution.

OFFENCES AND PENALTIES

113. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the inspector, may suspend such teacher, and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on account of the use of such book or any less sum at its discretion.

117. A trustee shall not be eligible for appointment as public school inspector or teacher, nor shall the teacher of a high, public or separate school hold the office of public school trustee, nor shall an inspector be a teacher or a trustee of a high, public or separate school while he holds the office of inspector.

121. Any person who wilfully interrupts or disquiets the proceedings of a school meeting, or a public school, by rude or indecent behaviour, or by making a noise either within the place where such meeting is held or such school is kept or so near thereto as to interfere with the proceedings of the meeting or order of exercises of the school shall for each offence incur a penalty not exceeding \$20.

122. A chairman who neglects to transmit to the inspector a minute of the proceedings of any annual or other rural school meeting over which he has presided within ten days after the holding of such meeting shall incur a penalty not exceeding \$5.

123. If a board refuses or neglects to take proper security from the treasurer or other person to whom it entrusts school moneys and any school moneys are forfeited or lost to the municipality, section or board in consequence of such refusal or neglect, every member of the board shall be personally liable for such moneys, and the same may be recovered by the board or any ratepayer interested therein suing on behalf of himself and all ratepayers of the municipality or section interested in any court of competent jurisdiction; but no member shall be liable if he proves that he made reasonable efforts to procure the taking of such security.

124. A secretary or a treasurer, and a person having been such secretary or treasurer, and a trustee or other person who has in his possession any book, paper, chattel, or money which came into his possession as such secretary, treasurer, trustee or otherwise, shall not wrongfully withhold, or neglect or refuse to deliver up, or account and pay over the same or any part thereof to the person and in the manner directed by the board or by other competent authority.

129. If a trustee knowingly signs a false report, or if a teacher keeps a false school register or makes a false return, he shall, for every offence incur a penalty not exceeding \$20.

SEPARATE SCHOOLS ACT, R.S.O., 1914

DUTIES AND POWERS OF TRUSTEES

45. It shall be the duty of every Board and it shall have power to

(a) appoint a secretary and a treasurer or a secretary-treasurer and one or more collectors, if requisite, of the school fees or rate bills;

The collector or collectors and secretary and treasurer, or secretary-treasurer may be members of the board, and shall discharge duties, be subject to obligations and penalties, and have powers similar to those of like officers of the corporation of a municipality;

(b) appoint annually on or before the 1st day of December an auditor or auditors;

(c) lay all the accounts of the board before the auditors, together with the agreements, vouchers, contracts and books in its possession, and afford the auditors all the information in its power as to the receipt and expenditure of school money;

(d) provide adequate accommodation and legally qualified teachers, according to the provisions of this Act and the Regulations, for all children between the ages of five and twenty-one years of the supporters of the schools under the control of the board according to the annual enumeration of the assessors for the next preceding year;

(e) acquire or rent school sites and premises, and build, repair, furnish and keep in order the school houses, furniture, fences and all other school property, and keep the wells, closets and premises in proper sanitary condition;

(f) where the board does not appoint a collector, apply to the municipal council on or before the first day of August in each year for the levying and collection of all sums for the support of their schools, and for any other school purposes authorized by this Act to be collected from the supporters of the separate schools under the control of the board, laying before the council an estimate of such sums;

(g) give notice in writing, before the 15th day of January in each year, to the Department of Education of the names and post-office addresses of the trustees then in office, and of the teachers employed by the board, and give reasonable notice in writing, from time to time, of any changes therein;

(h) give orders on the treasurer of the board for all money to be expended for school purposes;

(i) exempt, in its discretion, from the payment of school rates, wholly or in part, any indigent person; and give notice of such exemption, when the school rate is collected by the municipal council, to the clerk of the municipality, on or before the first day of August;

(j) dismiss from a school any pupil who is adjudged by the board and the teacher to be so refractory that his presence in school is injurious to other pupils, and, where practicable, remove such pupil to an industrial school;

(k) take possession and have the custody and safe keeping of all school property acquired or given for school purposes; and acquire and hold as a corporation, by any title whatsoever, land, movable property, money or income given to or acquired by the board at any time for school purposes, and hold or apply the same according to the terms on which it was acquired or received; and dispose, by sale or otherwise, of any school site or school property not required in consequence of a change of school site, or other cause; and convey the same and apply the proceeds thereof to school purposes, or as provided by this Act;

(l) prepare and transmit annually, before the fifteenth day of January, to the Minister of Education, in the prescribed form, a report signed by the chairman containing all information required by the Regulations;

(m) exercise all such other powers and perform all such other duties of public school boards as are applicable to the case of separate schools, except as to matters as to which other provision is made by this Act;

(n) see that every school under its charge is conducted according to this Act and the regulations and provide school registers and a visitors' book in the prescribed form;

(o) at its discretion pay the travelling expenses of any member of the board or of any teacher in its employment incurred in attending meetings of the Ontario Educational Association or other like association of teachers in Ontario;

In the case of an urban board,

(p) determine the number, kind, grade, and description of schools to be established and maintained, the teachers to be employed, the terms on which they are to be employed, the amount of their remuneration, and the duties which they are to perform;

(q) appoint from its members annually, or oftener if deemed expedient, and under such regulations as may be deemed proper, a committee of not more than three for the special charge, oversight and management of each school within the city, town or village, and see that all the schools under its charge are conducted according to the regulations;

(r) collect, at its discretion, from the parents or guardians of children attending any school under its charge, a sum not exceeding twenty cents per month per pupil, to defray the cost of text-books, stationery and other contingencies, and see that all the pupils are duly supplied with a uniform series of text-books;

(s) expend such sums as it may deem expedient for establishing and maintaining cadet corps and for promoting and encouraging gymnastic or other athletic exercises, not exceeding \$200 per annum where the annual registered attendance of pupils does not exceed 3,000, and \$50 additional for each additional 1,000, and provide uniforms for classes in military drill;

In the case of a rural board,

(t) appoint the place of each annual school meeting of the supporters of the school and the time and place of any special meeting for

(i) filling any vacancy in the board;

(ii) the selection of a new school site;

(iii) the appointment of a school auditor, or

(iv) any other school purpose, and cause notices of the time and place, and of the objects of such meetings, to be posted in three or more public places of the neighbour-

hood in which the school is situate at least six days before the time of holding the meeting;

(u) arrange for the payment of teachers' salaries quarterly, and, if necessary, borrow on its promissory note, under the seal of the corporation, at interest not exceeding eight per cent. per annum, the money required for that purpose, until the taxes are collected;

(v) cause to be prepared and read at the annual school meeting a report for the year then ending, containing among other things a summary of the proceedings of the board during the year, together with a full and detailed account of the receipts and expenditures of all school moneys during such year, and signed by the chairman and by one or both of the school auditors;

(w) ascertain and report to the Minister of Education at least once in each year the names and ages of all children of school age who would otherwise be required to attend a school under its charge, who are deaf and dumb or blind.

TEACHERS

47. Every agreement between a board and a teacher, to be valid and binding, shall be in writing, signed by the parties thereto, and sealed with the corporate seal of the board, and may include a stipulation to provide the teacher with board and lodging.

48. It shall be the duty of every teacher to,

(a) teach diligently and faithfully all the branches required to be taught in the school, according to the terms of his agreement with the board and according to the provisions of this Act and the Regulations;

(b) keep in the prescribed form the general, entrance, and daily class, or other registers of the school, and record therein the admission, promotion, suspension or removal of the pupils;

(c) maintain proper order and discipline in his school, according to the Regulations;

(d) keep a visitors' book, which the board shall provide, and enter therein the visits made to his school and request every visitor to enter therein any remarks suggested by his visit;

(e) afford the trustees and visitors access at all times when desired by them, to the registers and visitors' book.

(f) deliver up the school registers, visitors' book, school house key, or other school property in his possession, on the demand or order of the board;

in case of his wilful refusal so to do he shall not be deemed a qualified teacher until restitution is made, and shall also forfeit any claim which he may have against the board;

(g) hold during each term a public examination of his pupils, of which he shall give due notice to the trustees, to any school visitors whose place of residence is adjacent to the school house, and through the pupils to their parents or guardians;

(h) furnish to the Minister of Education, or to the separate school inspector, from the trustees' report or otherwise, any information which it is in his power to give, respecting anything connected with the operations of his school, or in anywise affecting its interest or character;

(i) prepare so far as the school registers supply the information, such reports of the board as are required by the Regulations.

49. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject, with the written approval of the board, and subject to the Regulations.

50. Subject to the provisions of the Act passed in the seventh year of the reign of His late Majesty, King Edward the Seventh, chaptered 52, and the amendments thereto, teachers shall be subject to the same examinations, and receive their certificates of qualification in the same manner as public school teachers.

51. Unless otherwise expressly agreed a teacher shall be entitled to be paid his salary in the proportion which the number of days during which he has taught bears to the whole number of teaching days in the year.

52. Every teacher shall be entitled to his salary notwithstanding his absence from duty on account of sickness for a period not exceeding four weeks in any one year of his employment, if the sickness is certified to by a physician, or in a case of acute inflammatory condition of the teeth or gums, by a licentiate of dental surgery; but the period of four weeks may, in any case of sickness, be allowed and extended at the pleasure of the board without a certificate.

53. If at the expiration of a teacher's engagement his salary has not been paid in full, the salary shall continue to run at the rate mentioned in the agreement until paid, if an action to recover it is commenced within three months after the salary is due and payable.

54.—(1) All matters of difference between a board and a teacher, in regard to salary or other remuneration, whatever may be the amount in dispute, shall be determined in the division court of the division in which the cause of action arose, subject to appeal as provided by this Act.

(2) If it appears to the judge on the trial of an action for the recovery of a teacher's salary that there was reasonable ground for the board disputing its liability, and that it was willing and offered to pay to the teacher any sum not so in dispute, the judge may relieve the board from the liability imposed by section 53, in whole or in part.

DEPARTMENT OF EDUCATION ACT, R.S.O., 1914

PENALTIES

28.—(1) A teacher, trustee, inspector or other person officially connected with the Department, or with any normal, model, public or high school or collegiate institute, or other institution which is under the management or control of the Department, shall not sell or become or act as agent for any person to sell or to promote in any way the sale of any school library, prize, or text-book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public, or high school, collegiate institute or other institution aforesaid or for the use of any pupil thereof, nor shall he receive directly or indirectly compensation or other remuneration or the equivalent for so doing.

(2) For any contravention of subsection 1 a teacher shall incur a penalty of \$50; a trustee shall incur a penalty of \$100; and inspectors shall incur a penalty of \$500; and any other person so officially connected shall incur a penalty of \$100.

(3) Any person, firm or corporation and any agent of a person, firm or corporation who employs a teacher, trustee, inspector or any other person officially connected with the Department or with any normal, model, public or high school or collegiate institute, or other institution which is under the management or control of the Minister, to sell or become or act as agent for or to promote in any way the sale of any school library, prize or text-book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public or high school, collegiate institute, or other institution aforesaid, or who directly or indirectly gives or pays to any such teacher, trustee, inspector or other person compensation or remuneration or the equivalent thereof for so doing shall for every such offence incur a penalty of \$500.

(4) Any gift or payment made to a teacher, trustee, inspector or other person so officially connected, by any person, firm or corporation interested either as principal or agent in any such sale shall be *prima facie* evidence of a violation of this section.

(5) The penalties imposed by this Act shall be recoverable under *The Ontario Summary Convictions Act*.

(6) The penalties recovered under this Act shall be applied to such purposes as the Minister may direct.

(7) No prosecution for any of the penalties mentioned in this section shall be instituted without the written consent of the Attorney-General or his deputy.

(8) This section shall not apply to sales made by a trustee who is a merchant or bookseller in the ordinary and regular course of his business as such and made at his shop or place of business.

THE TRUANCY ACT, R.S.O., 1914

(Amendments of 1914 included.)

2. In this Act—

- (a) "Inspector" shall mean an inspector of public or separate schools;
- (b) "Principal" shall mean the head teacher of a public, separate or private school;
- (c) "Regulations" shall mean regulations made under the authority of *The Department of Education Act*;
- (d) "School" shall mean a public or a separate school or a private school at which instruction is given regularly in reading, spelling, writing, grammar, geography and arithmetic.

3. Every child between eight and fourteen years of age shall attend school for the full term during which the school of the section or municipality in which he resides is open each year, unless excused for the reasons hereinafter mentioned.

4. A person who has received into his house another person's child under the age of fourteen, who is resident with him or is in his care or legal custody, shall be subject to the same duty with respect to the instruction of such child during such residence as a parent, and shall be liable to be proceeded against as in the case of a parent, if he fails to cause such child to be instructed as required by this Act; but the duty of the parent under this Act shall not be thereby affected or diminished.

5.—(1) A parent, guardian or other person shall not be liable to any penalty imposed by this Act in respect of a child if—

- (a) The child is under efficient instruction at home or elsewhere;
- (b) The child is unable to attend school by reason of sickness or other unavoidable cause;
- (c) There is no public or separate school which the child has the right to attend within two miles, measured by the nearest highway from such child's residence, if he is under ten years of age, or within three miles if he is over that age;
- (d) There is not sufficient accommodation in the school which the child has the right to attend;
- (e) The child has been excused, as hereinafter provided, by a Justice of the Peace, or by the principal of the school which the child is entitled to attend, or
- (f) The child has passed the entrance examination for high schools prescribed by the Regulations; or has completed the course prescribed for the fourth form of the public schools or a course which gives him an equivalent standing.

(2) The fact that the child is blind or deaf and dumb shall not be deemed an unavoidable cause within the meaning of clause (b) of this section if the child is a fit subject for admission to the Ontario School for the Deaf or the Ontario School for the Blind.

6.—(1) No child under the age of fourteen years who has not a valid excuse under this Act, shall be employed by any person during school hours, while the public school of the section or municipality in which the child resides is in session, and any person who employs a child in contravention of this section, shall incur a penalty not exceeding twenty dollars.

(2) Where in the opinion of a Justice of the Peace or of the principal of the school attended by any child the services of such child are required in husbandry or in urgent and necessary household duties, or for the necessary maintenance of such child or of some person dependent upon him, such Justice or principal may, by certificate setting forth the reasons therefor, relieve such child from attending school for any period not exceeding six weeks during each public school term.

7.—(1) The police commissioners and, where there are no police commissioners, the Municipal Council of every city, town and village, shall appoint, control and pay one or more truant officers for the enforcement of this Act and notice of such appointment shall be forthwith given to the school boards of the Municipality.

(2) A truant officer shall, for the purposes of this Act, be vested with the powers of a peace officer, and shall have authority to enter factories, workshops, stores, shops and all other places where children may be employed or congregated, and shall perform such services as may be necessary to the enforcement of this Act.

(3) The council of a county or township may annually appoint one or more truant officers who shall have the same powers and perform the same duties as a truant officer in a city, town or village.

(4) The clerk of the council shall notify the secretary of the board in each school section in the municipality of every appointment of a truant officer with the name and post office address of each officer appointed.

(5) If both councils neglect to appoint a truant officer before the 1st day of February in any year, the board of a school section may appoint a truant officer for the section.

(6) The Board of School Trustees of a school section in territory without municipal organization may appoint a truant officer for the section.

(7) The body making the appointment may make rules not inconsistent with the provisions of this Act or the Regulations for the direction of the truant officer.

(8) Notice of every appointment made under this section shall be given to the inspector within whose inspectorate the truant officer has jurisdiction.

(9) Every truant officer shall report monthly to the body appointing him and annually to the Minister of Education according to the forms prescribed by the Regulations.

(10) Where the appointing body so directs, a truant officer shall perform his duties under the direction of the inspector.

(11) Where a truant officer has not been appointed and a child has failed to attend school, or has attended so irregularly as in the opinion of the inspector to necessitate special action, the inspector shall notify the parents or guardians of the child of the provisions of this Act.

(12) The non-attendance or irregular attendance of the child shall be ascertained by the teacher of the school which the child should attend by reference to the school register and to the particulars from the list prepared under subsection 1 of section 29 of *The Assessment Act* transmitted by the clerk of the municipality to the secretary of the board, and the teacher shall report such non-attendance or irregular attendance to the inspector.

(13) It shall be the duty of the inspector when visiting every school in his inspectorate to see that the provisions of subsections 10 to 12 are complied with, and to report any breach thereof to the Department of Education.

7a. The clerk of every municipality shall furnish to the secretary of every public and separate school board in the municipality the particulars recorded in the book prepared by the assessor under subsection 1 of section 29 of *The Assessment Act* as to children whose parents or guardians are supporters of the schools under the control of the board.

NOTE.—Subsection 1 of section 29 (section 33 (1) R.S.O. 1914) of *The Assessment Act* is as follows: The assessors of every municipality shall enter in a book to be provided by the clerk of the municipality in the form set forth in Schedule C to this Act, the name, age, and residence of every child between the ages of 8 and 14 years, resident in the municipality, the name and residence of such child's parent or guardian, with an indication as to whether such parent or guardian is a public school or a separate school supporter, and shall return the said book to the clerk of the municipality with the assessment roll for the use of the truant officer and others.

8. Every truant officer shall examine into all cases of truancy within his knowledge, or when requested to do so by the inspector, or by a school trustee, teacher, other truant officer or ratepayer, and shall warn the truants and their parents or guardians, in writing, of the consequences of truancy; and shall also notify the parent, guardian or other person having the charge or control of a child between the ages of eight and fourteen years not attending school as required by this Act, to cause the child to attend some school forthwith.

9.—(1) A parent, guardian or other person having the charge or control of any child between the ages of eight and fourteen years who neglects or refuses to cause such child to attend some school, unless such child is excused from attendance as provided by this Act, shall incur a penalty of not less than five dollars nor more than twenty dollars.

(2) The court may, instead of imposing a penalty, require a person convicted of an offence under this section to give a bond in the penal sum of one hundred dollars, with one or more sureties to be approved by the court, conditioned that the person convicted shall after the expiration of five days, cause the child to attend some school as required by this Act.

10. Every truant officer shall institute or cause to be instituted, proceedings against a parent, guardian or other person having the charge or control of a child, or against any other person violating any of the provisions of this Act.

11.—(1) The teacher or the principal of every public and separate school shall once in each month of the school year report to the truant officer of the municipality or section in which the school is situate the names, ages and residences of all pupils on the school register who have not attended school as required by this Act, together with such other information as the truant officer may require for enforcing the provisions of this Act.

(2) The teacher or principal, as the case may be, shall also forthwith report to the truant officer every case of expulsion.

12. Where any of the provisions of this Act are violated by a corporation, proceedings may be had against every officer or agent of the corporation who is a party to such violation, and such officer or agent shall be subject to the same penalties as any other person similarly offending.

13. Every person and officer charged with the duty of enforcing any provision of this Act, who neglects to perform the duty imposed upon him shall incur a penalty not exceeding \$10 for each offence.

14. The penalties imposed by this Act shall be recoverable under *The Ontario Summary Convictions Act*.

15. A conviction or order made in any matter arising under this Act shall not be removed, either at the instance of the Crown or of any private person, into the Supreme Court.

16. Where a person is charged with an offence under this Act in respect to a child who is alleged to be within the ages of eight and fourteen years and the child appears to the court to be within such ages the child shall, for the purposes of this Act, be deemed to be within such ages unless the contrary is proved.

17.—(1) Nothing herein shall be held to require the child of a Roman Catholic who is a separate school supporter to attend a public school or to require the child of a public school supporter to attend a Roman Catholic separate school.

(2) No penalty shall be imposed in respect to the absence of a child from school on a day regarded as a holy day by the Church or religious denomination to which such child belongs.

THE PUBLIC HEALTH ACT, R.S.O., 1914

72.—(1) Whenever a communicable disease exists in any house or household in which there is a person who is a student or pupil in, or a teacher, or other person employed in any capacity in or about a university, college, school or other institution of learning, the household shall, within twelve hours after the time such disease is known to exist, notify the principal, superintendent, head teacher or other person in charge of such institution, and also the medical officer of health, of the existence of such disease, and the person suffering therefrom shall not attend or be employed at such institution until a certificate has been obtained from the medical officer of health that he may safely do so.

(2) Whenever a local board of health, or any of its officers or members, are aware of the existence in any house of any communicable disease, they shall at once notify the principal, superintendent, head teacher or other person in charge of any university, college, school or other institution of learning at which any member of the household is in attendance, either as a student or pupil, or in or about which he is employed as a teacher, or in any other capacity, and none of such last mentioned persons shall after such notice be permitted to attend, or be employed or be in or about such institution, until the certificate mentioned in subsection 1 is obtained and presented.

(3) Whenever a professor, lecturer, instructor or teacher in any such institution of learning has reason to suspect that any other professor, lecturer, instructor or teacher in, or any student or pupil of, or any person employed in or about, such institution, is suffering from a communicable disease, or that there exists in any household of which he is a member any communicable disease, such first mentioned person shall notify the medical officer of health thereof, and shall not permit the attendance of the person suffering from such disease if under his direction or control until the medical officer of health certifies that such attendance may be safely allowed.

(4) No student or pupil having suffered from a communicable disease shall be allowed to attend any such institution of learning within the minimum period prescribed by the regulations.

(5) Whenever a communicable disease exists in any boarding school or other institution in which pupils are received for tuition, and boarded or lodged, the head of the institution, or the person in charge thereof, shall immediately isolate the person

FORM 3.

(Sections 8 and 11.)

CERTIFICATE OF INSUSCEPTIBILITY TO VACCINE DISEASE.

I, the undersigned, a legally qualified medical practitioner, hereby certify that
 I am of opinion that _____, the child of _____, of _____
 Ward, in the City of _____ (or as the case may be), is insusceptible of the
 vaccine disease.

A. B.

Dated this _____ day of _____, 19 ____.

QUARANTINE REGULATIONS

Table Showing Period of Quarantine and Date of Return to School, according to
 Section 72 of the Public Health Act.

| Disease | Quarantine required after last exposure to infection | Earliest date of return to school after attack |
|---|--|--|
| Smallpox | 14 days | When all scabs have fallen off. |
| Chickenpox | 14 " | When all scabs have fallen off. |
| Measles | 16 " | 3 weeks, if all desquamation and cough have ceased. |
| Scarlet Fever | 10 " | 6 weeks, if convalescence is com- plete, and no desquamation albuminuria, sore throat, nasal or aural discharges remain. |
| Diphtheria | 12 " | 3 weeks, if convalescence is com- plete and no sore throat, nasal or aural discharges remain; or if after 12 days two negative swabs with a 12-hour interval are shown to the satisfaction of the M.O.H. |
| Whooping Cough ... | 14 " | 6 weeks after the commencement of the whooping, if the charac- teristic spasmodic cough and whooping have ceased—earlier if all cough gone. |
| Rotheln—German Measles | 16 " | 3 weeks. |
| Mumps | 18 " | 4 weeks, if all swelling has sub- sided. |
| Typhoid Fever | | 8 weeks, if convalescence is com- plete. |
| Itch, Ringworm and other skin diseases } Ophthalmia Neonatorum } Trachoma } Pediculosis } Impetigo Contagiosa } | | As soon as local affections are cured. |

REGULATIONS FOR THE CONTROL OF COMMUNICABLE DISEASES

NOTE.—Containers for samples of sputum, culture tubes for diphtheria swabs and slides for blood samples may be procured free by physicians from their local M.O.H. These will be examined free of charge and prompt report made by the Laboratory of the Provincial Board of Health, Toronto, or by the branches at Kingston and London.

REGULATION 1.—The Medical Officer of Health of every municipality where a patient is suffering from scarlet fever, measles, diphtheria, leprosy, smallpox, cholera, bubonic plague, epidemic anterior polio-myelitis, or epidemic cerebrospinal meningitis, *shall forbid*, by notice posted upon the entrance to premises in plain view of the public, any person except the attending physician, health officer, clergyman, nurse, sanitary inspector or, in case of death, the undertaker, from going to or leaving such premises without his permission, or the carrying off, or causing to be carried off, any material or article whereby such disease may be conveyed, until after the disease has abated and the premises, dwelling, clothing and other contents have been rendered free from danger by means of such disinfection and cleansing as the Provincial Board of Health may direct, and he shall prescribe the precautions to be taken.

A quarantine card must give the name of the disease and in every way conform to Rule 31 of Schedule B of the Public Health Act, as follows:

"The Medical Officer of Health, within six hours after he has received notice of the existence in any house of any communicable disease in respect of which it is his duty to do so, shall affix, or cause to be affixed, near the entrance of such house a card at least nine inches wide and twelve inches long, stating that such disease exists in the house, and stating the penalty for removal of such card without the permission of the Medical Officer of Health, and no person shall remove such card without his permission."

REGULATION 2.—The Medical Officer of Health may name upon such card the period of quarantine required.

REGULATION 3.—Sections 49, 50, 57, 58, 60, 62, 64, 66, 67 and 71, and Rule 31 of Schedule B, of the Public Health Act, shall apply to the following communicable diseases viz.: Smallpox, scarlet fever, diphtheria, chickenpox, whooping cough, measles, typhoid fever, cholera, bubonic plague, leprosy, epidemic anterior polio-myelitis and epidemic cerebrospinal meningitis; except that, while all of these diseases are required to be kept isolated from the public, whooping cough, chickenpox and typhoid fever need not be placarded.

THE MINORS' TOBACCO SALES ACT, R.S.O., 1914

2. No person shall either directly or indirectly sell or give, or furnish to a minor under eighteen years of age, Cigarettes, Cigars or Tobacco in any form.

3. Every person who contravenes Section 2 shall incur a penalty of not less than \$10, nor more than \$50, recoverable under The Ontario Summary Convictions Act.

4. This Act shall not apply to a sale to a minor for his parent or guardian under a written request or order of the parent or guardian.

5. A person who appears to the Magistrate to be under 18 years of age shall be presumed to be under that age unless it is shown by evidence that he is in fact over that age.

Annual or Special Meetings of Rural School Boards

The notice calling an annual or special meeting of a rural school board should be signed by the Secretary or by a majority of the trustees. At a Special Meeting no business can be dealt with save that called for in the notice of meeting. Any ratepayer may call the meeting to order and nominate a chairman as soon as the hour appointed arrives. The business of all school meetings should be conducted according to the following rules of order:—

(1) *Addressing Chairman.*—Every elector shall rise previously to speaking, and address himself to the chairman.

(2) *Order of speaking.*—When two or more electors arise at once, the chairman shall name the elector who shall speak first, when the other elector or electors shall next have the right to address the meeting in the order named by the chairman.

(3) *Motion to be read.*—Any elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

(4) *Speaking twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.

(5) *Protest.*—No protest against an election, or other proceedings of the school meeting, shall be received by the chairman. All protests must be sent to the Inspector within twenty days after the meeting.

(6) *Adjournment.*—A motion to adjourn a school meeting shall always be in order, provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

(7) *Motion to be in writing and seconded.*—A motion cannot be put from the chair, or debated, unless the same be seconded. If required by the chairman, all motions must be reduced to writing.

(8) *Withdrawal of a motion.*—After a motion has been announced or read by the chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, by the consent of the meeting.

(9) *Number of Motions on a single question.*—Only three can be received: (1) The original motion. (2) A motion to amend. (3) A motion to amend the amendment.

(10) *Kind of motions to be received.*—When a motion is under debate no other motion shall be received, unless to amend it, or to postpone it, or for adjournment. No amendment can be made which negatives the original motion or amendment.

(11) *Order of putting motion.*—All questions shall be put in the reverse order in which they are moved. Amendments shall be put before the main motion; the last amendment first, and so on. An amendment carried cancels any prior amendment and the original motion.

(12) *Reconsidering motion.*—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

(13) *Minutes.*—At the close of every annual or special meeting the chairman should sign the minutes, and send forthwith to the Inspector a copy of the same signed by himself and the Secretary.

(14) *Legal Trustee.*—Every trustee declared elected by the Chairman of the school meeting is a legal trustee until his election is set aside by proper authority.

(15) *Use of Seal.*—The seal of the school corporation should not be affixed to letters or notices, but only to contracts, agreements, deeds, or other papers, which are designed to bind the Trustees as a corporation for the payment of money, or the performance of any specified act, duty or thing.

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